

**USING LANGUGAE GAMES TO IMPROVE READING
COMPREHENSION AT GRADE FIVE
OF MI AL ISLAM TEMPEL
IN THE ACADEMIC YEAR 2013/2014**

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of
the Sarjana Pendidikan Degree in English Language Education



By:

Evi Wulan Sarah

06202244167

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
ART AND LANGUAGE FACULTY
YOGYAKARTA STATE UNIVERSITY**

2014

APPROVAL

USING LANGUAGE GAMES TO IMPROVE STUDENTS' READING COMPREHENSION OF FIVE GRADE MI AL ISLAM TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

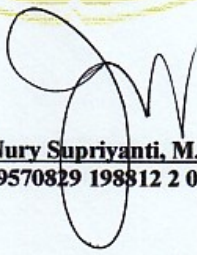
A Thesis

by

Evi Wulan Sarah
06202244167

Approved on **21th January 2014**

First Consultant,


Dra. Nury Supriyanti, M.A
NIP. 19570829 198812 2 001

RATIFICATION

USING LANGUGAE GAMES TO IMPROVE STUDENTS' READING COMPREHENSION OF GRADE FIVE OF MI AL ISLAM TEMPEL IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

By

Evi Wulan Sarah

06202244167

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on 28th January, 2014 and declared to have fulfilled
the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A

Secretary : Dwiyani Pratiwi, M.Hum

First Examiner : Jamilah, M. Pd

Second Examiner : Dra. Nury Supriyanti, M.A

Yogyakarta, 31th January 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,

Prof. Dr. Zamzani, M.Pd,

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : **Evi Wulan Sarah**

NIM : 06202244167

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, January 2014

Penulis,



Evi Wulan Sarah

DEDICATIONS

This thesis is lovingly dedicated to:

- *My dearest father and mother*

(Suparjo and Misini)

*Thank you for your everlasting support,
passion, advice, prayer, and love.*

- *MY beloved husband*

(M. Tholib)

*Thank you for your support, passion,
prayer and love.*

- *My beloved brothers*

(Aditya Budhi Bakti W. U)

- *And all who support me....*

MOTTOS

SPEND AND GOD WILL SEND

*In each tear,
there's a lesson
makes you wiser than before,
makes you stronger than you know.
In each tear,
bring you closer to your dreams.
No mistake, no heartbreak,
Can take away what you're meant to
be.
(Mary J. Blige Ft. Jay Sean)*

*There is no such thing in anyone's life as an
unimportant day
(Alexander Woollcott)*

ACKNOWLEDGMENTS

Alhamdulillahirrobbil'alamin, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in completing this thesis. My appreciation and thank are due to:

1. My first consultant, Dra. Nury Supriyanti, M.A, who has provided continuous directions, guidance, help, correction, and advice in the accomplishment of this thesis,
2. My beloved family; my father, mother, my husband, and my brother who have given me motivation and support to finish my thesis,
3. All Class O 2006 members, mbak dewi, mbak choy, aida, etc, for their support and advice. I feel lucky to see you all, guys,
4. Those in MI Al Islam Tempel who have helped me to finish my thesis, especially to the principal, Bp. Muslikhuddin, S. Ag, the English teacher, Ibu Jumiyyati, S. Pd, teacher class Ibu Wartini, S. Pd. I and all the grade five students of MI Al Islam Tempel in the academic year of 2013/2014,
5. All my friends in English Education Department for their support and advice in finishing the thesis.

I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, April 2014

The writer,



Evi Wulan Sarah

TABLE OF CONTENT

	Page
TITLE OF PAGE	i
APPROVAL	ii
RATIFICATION.....	iii
DECLARATION	iv
DEDICATION	v
MOTTOS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xi
ABSTRACT	xiii
 CHAPTER I: INTRODUCTION	 1
A. Background of the Problems	1
B. Identification of the Problems	5
C. Limitation of the Problems	6
D. Formulation of the Problems	7
E. Objectives of the Research	7
F. Significant of the Research	7
 CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	 9
A. Theoretical Description	9
1. Teaching English to Elementary Students	9
a. Teaching English to Elementary Students	9
b. Characteristics of Children	10
c. Principles of Teaching English to Children	12

2. Teaching Reading to Children.....	16
a. The Nature of Reading	16
b. Reading Comprehension	17
c. Reading Technique and Activities for Elementary students	20
d. Learning to Read	22
e. Approach to Teach Reading	23
3. The Role of the Teacher in Teaching Reading to Children	24
4. The Use of Games in Language Teaching	26
a. Definition of Game	26
b. Types of Games	27
c. Criteria of Good Games	30
d. Advantages of Games	34
e. Principle of Using Games	38
B. Conceptual Framework.....	39
CHAPTER III: RESEARCH METHOD	40
A. Type of Study	40
B. Research Design	41
C. Research Setting	42
D. Research Objectives	43
E. Time of the Research	43
F. Procedure of Data Collection	43
G. The Research Data Analysis	44
H. The Validity of the Research	45
I. The Reliability of the Research	46
CHAPTER IV: RESEARCH PROCESS, FINDING AND DISCUSSION	47
A. Reconnaissance	47
1. Identification of the Field Problems.....	47
2. Weighing of the Identification Field Problems Based on the Level of Urgency	49
3. Selection of the Field Problems Based on the Feasibility level	51
4. Determining the Action to Solved the Problems	52
5. Pre-requisite Analysis	53

6. The Relationship between the Action and the Problems.....	54
B. The Reports of Cycle I	57
1. Planning	57
2. Action and Observation	60
3. Reflections	65
4. Finding Cycle 1	67
C. The Reports of Cycle II	68
1. Planning	68
2. Action and Observation	70
3. Reflections of Cycle II	74
4. Finding Cycle II	76
D. General Finding of the Research	76
CHAPTER V:CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS ...	78
A. Conclusions	78
B. Implications	80
C. Suggestions	81
References	83
Appendices	85
1. Appendix 1 (Course Grid)	86
2. Appendix 2 (Lesson Plan)	91
3. Appendix 3 (Interview Transcript)	128
4. Appendix 4 (Field Note)	138
5. Appendix 5 (Medias & Materials)	145
6. Appendix 6 (Photographs)	164
7. Appendix 7 (Observation Checklist & Interview Guide Line)	171

LIST OF TABLES

Table 1. The problems Related to the 5th Grade students low reading comprehension.	50
Table 2. The Problems Related to the Students' Reading comprehension.....	51
Table 3. The Identified Problems Based on The Urgent and The Less Urgent Level in the Teaching and Learning Process of Reading in Class V of MI Al Islam Tempel	52
Table 4. The Most Feasible Problems to be solved in the Teaching and Learning Process of Reading in Class V MI Al Islam Tempel	54
Table 5. The Relationship Between the Problems, the Actions, and the Function of Actions.....	56
Table 6. The Course Grid of the Teaching and Learning Process of Reading of Cycle One	61
Table 7. The Course Grid of the Teaching and Learning Process of Reading in Cycle Two	71

**USING LANGUAGE GAMES TO IMPROVE STUDENTS' READING
COMPREHENSION AT GRADE FIVE OF MI AL ISLAM TEMPEL IN
THE ACADEMIC YEAR OF 2013/2014**

by:
Evi Wulan Sarah
06202244167

ABSTRACT

This research is aimed at improving the students' reading comprehension at grade five of MI Al Islam Tempel in the academic year of 2013/2014. The teaching reading of grade five of MI Al Islam temple was through language games.

To achieve the objective, collaborative work involving the researcher, the English teacher, the principal, and the students of grade five was conducted. This study was action research study consisting of two cycles. The steps of the research were: reconnaissance, planning, action and observation, and reflection. The data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the English teacher and the students of grade five, and holding discussions with the English teacher and among the research members. The instruments for gathering the data were a recorder, a camera, and interview guidelines. The data analyses were in the forms of field notes, recordings, interview transcripts, and photographs. The validity of the research was democratic validity, outcome validity, process validity, catalectic validity and dialogic validity.

The result showed that in Cycle 1 the implementation of language games were successful in improving the students' reading comprehension and their interest in reading during the teaching and learning process. However, the language games which was implemented through group work was not successful because there were some students who were not actively engaged in the group work. Therefore, the researcher improved that action by applying pair work and giving reward. Meanwhile, it was shown in Cycle II that the implementations of language games were successful in improving the students' reading comprehension and interest in reading during the teaching learning process. From the two cycles, the implementations of language games were effective to improve students' reading comprehension.

CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesian people have known that English is important. It is also supported by the government which is putting it in to education system in Indonesia. English is the first foreign language has been adopted in Indonesia. English has been integrated in secondary school for a long time. Nowadays, English has been learning from elementary school up to university level. The government has added English in the elementary curriculum. Many elementary schools include English as a local content subject. Learning English in elementary school could give good effect of education development for the young learners. Learning English in elementary school is to provide students good command of English. So, they are able to participate in higher level.

Indonesian people believed that early learning are more effective for their children. Young learners are better than adults in learning language. English is needed to be introducing to young learner because they need to acknowledge the language. The hope is that the students will get more exposure to English and to get better learning of English in the higher level. Elementary schools consist of students about seven up to twelve years old who have different characteristics. It makes teaching elementary school students is not the same as teaching in Junior High school, Senior High school or university. Children have

their own characteristics; children are not adults' miniature. Children are like a sponge, and they can learn so much in the early age.

The objective of learning English is to be able to communicate in English. English teaching and learning process should be focused on developing students' four language skills; listening, speaking, reading, and writing. It is to achieve the objective of teaching and learning process. Among the four language skill, it is reading which has the most important role in the students' mastery. In elementary school, reading is one of skill which is needed to learn. Teaching reading in a foreign language, especially English, based on the level of learner ability. The aims of teaching reading in English are to develop learners' ability to read and to attract young learner to read in English. In addition, Rivers (1981:259) explain that reading is the most important activity in any language class, not only as a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. It means that reading wider students' knowledge.

It is important that children understand what they read, learn what they read, enjoy the experience of reading and realize what they have learned and what they have read. . In fact, learning to read in English is a hard work for the elementary school students. They find some difficulties to learn reading in English. Many of them are in the process of learning to read in their own language. Some of the students also assumed that reading was too boring to learn. Students do not have

interest in reading and has not been favored by the students. It makes the students do not have a reading habit. It is impact on their reading comprehension.

Fifth grade students should be able to understand what the meanings of the texts are. Reading skills are important tools for the students become successfully reader. Without being able to comprehend the text, the purpose of teaching reading becomes failed. By comprehend the text, students construct meaning by interacting with text using their experience, previous knowledge and information from the text. Improving students' reading comprehensions skill is needed because more background information students find from the text, it is easier for them to understand the text. Teacher should find the effective ways to teaching reading comprehension for the students.

The used of conventional activity to teach reading make students get bored, the students are not active and feel monotonous. Students read the textbook or texts then listen what the teacher say. The material presented by the teacher without using media, such as picture, flashcards, etc. The exercise gave by the teacher after they finish their reading. In the class, there is no more interaction between teacher and students. This condition build boring situation in learning process. Some of the students create their own activity with their friends; they talking with their friends, hanging around in the class, and playing with their friends. Their voices are disturbing other students who listen what teacher say.

This is the teachers' job to make reading learning process fun and to make students have a reading habit. This is not an easy way to make students love reading. The teachers should effort to make students love reading and interest in learning reading.

One way to make teaching reading effective and fun is making students active and doing many reading activity so they can enjoy reading class and improve their reading comprehension. As the most influential person in the classroom, teacher should have a new ways to make the students interest to learn reading and improving their reading comprehension. Teacher need to find and create some types of activities, which are interesting for the students and relevant to their background, abilities, and experiences.

Children love playing and they are learning things when they are playing. The use of games in classroom activity for elementary school students is a significant. Games are fun and students like playing games as their activities. By using games, children can experiment and discover new things with the environment they use. On the process of playing games, the students can improve their language skills. Games help the teacher to attract students' interest in the teaching and learning process. Using games make students more have variation in the teaching learning process.

Analyzing from the problem above, the researcher conclude that the problem were related. The problems come from the students, the teacher and the media. Then she decides to do action

research. She invited the teacher of fourth grade to work together to identify the existing problems. Games will be used as a media to improve students' reading comprehension skill because games provide many funs activity. Meanwhile, games can help the students to encourage of learning and it improves students' ability and interaction. Therefore, the researcher promotes games as the technique to improve students' reading comprehensions skill.

B. Identification of the Problem

Based on the observations, the researcher found some problems that arose at grade five of MI Al Islam Tempel. They include:

Firstly, the teacher only took a little activity in the class. As the most influential person in the class, the teacher should know the appropriate technique to improve students' reading comprehensions skill. Monotonous and less challenging activities in the classroom make students get bored easily. Teachers should have new ways of teaching reading in the classroom. It is needed to make the students interest in reading class. Teachers needed to find and creating some types of activities, which are interesting for the students and relevant to their background, abilities, and experiences.

Secondly, some students are motivated to read English text but some of them are not. They found some difficulties to read in English. In fact, they do not comprehend the text. They need to improve their reading comprehensions.

Thirdly, there were limited media used during teaching learning process, e.g. no flashcards, no pictures, etc. Lack of media was impact on students' motivation. The use of uninteresting media and material caused the lack of students interesting and motivation in reading English texts.

Based on some problems in the identification of the problem above, the researcher and the teacher agreed to focus the study on the efforts of finding way to improve students' reading comprehensions skill through language games of grade fifth of MI Al Islam Tempel through action research academic year of 2013/2014.

C. Limitation of the Problem

Based on the identification of the problem, the researcher gave attention and focused on improving students' reading comprehensions skill of grade fifth of MI Al Islam Tempel through language games. She gives the explanation to the English teacher about activity in the class. It is about how to make the students interesting to the lesson and the teaching learning process more effective. By using games, students motivated to read and enjoy the reading lesson in the class.

The researcher and English teacher agreed to use language games in reading class activity. By using language games as the one of effective media to improve students' reading comprehensions skills, the problem of how to teach, how to manage of the class, and how to use the media would be covered.

D. Formulation of the Problem

Based on the identification of the problem and explanation of the teacher, the problem is formulated as follows: How should games be applied to improve reading skill of grade fifth MI AL ISLAM Tempel academic year of 2013/2014

E. The Objective of the Study

Related to the formulation of the problem, this research is aimed at improving students' reading comprehensions skill through language games of sixth grade of MI AL ISLAM Tempel academic year of 2013/2014.

F. Significances of the Problem

This study is expected to be beneficial for:

1. For the English teacher of MI Al Islam Tempel, the finding of this study is expected to become of source of information about the ways to improve the teaching and learning quality.
2. For the the teachers of English for children, this study will provide useful information about the implementation of language games in the teaching and learning English for children
3. For the students of English Education Department conducting teaching practice in the Elementary school, the findings of this study hopefully become good inputs to conduct their teaching practice.
4. For the materials writers, the finding of this study is expected to become one of the considerable source or reading material either to enrich their reference in writing their materials.

5. For other researcher, this finding can be a reference for them to conduct the similar research study to improve students' reading skill in elementary school.
6. The researcher herself; this study is expected to increase her awareness of the contribution of games to improve the students' reading comprehension in teaching and learning processes and gives the experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Teaching English to Elementary Students

a. Teaching English to Children

Teaching and learning a foreign language are different from teaching and learning the first language, because the first language is a huge system that a child has in place. Children already have awareness in their own language so we can assume that they may have been learning the foreign language for sometimes.

There are many reasons of teaching English in primary school. Brewster and Ellis (2003:3) give a reason of starting to learn a foreign language several years earlier. It was simply to increase the total number of years spent learning the language. This decision needed to take into account two important considerations: the time factor and the nature of primary methodology. For children it was determined that regular short slots during the week were likely to be more effective than a longer more concentrated slot only once week. Second, teachers should take account of the methods and the pace of primary school teaching, so that a year of teaching in primary

school cannot be equated with a year in secondary school. Another reason most commonly put forward was the fact that young children seem to have a greater facility for understanding and imitating what they hear than secondary school pupils.

b. Children Characteristics

Young children are different from older learners in the characteristics. Harmer (2001:38) states that children at the age of nine or ten learn differently from older children, adolescents, and adults. Teachers need to be familiar with children's characteristics in order to provide appropriate learning activities in language learning.

Children in learning a new language cannot rely on teachers' explanation because children learn indirectly rather than directly. They take information from everything around them and their understanding comes from what they hear, touch, see and interact with (Harmer, 2001:38).

As a teacher of young learner, the English teacher of Elementary school should know the characteristics of children. It is important to understand the characteristics of the students because every child has different characteristics. There are some characteristics among the children of eighth up to ten years old. These as stated by Scott (1994:3-4) are:

- The basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They can ask question all the time.
- They rely on the spoken words well as physical world to convey and understand meaning.
- They are able to make some decisions about their own language.
- They have definite views about they like and don't like doing.
- They have developed sense of fairness about what happens in the classroom begin to questions the teacher decisions.
- They are able to work with others and learn from others.

It is known that during the Elementary school age, children are very active. They enjoy playing and having fun. According to Scott and Ytreberg (1993:6), children have an amazing ability to absorb language through playing and others activities, in which they find enjoyable.

The main key of teacher success in teaching children is the teacher knows students characteristics. It will help the teaching learning process because the teacher can identify students' needs and wants in the teaching learning process.

c. Principles in Teaching English to Children

Teaching English to children is different from teaching adults learners as they have different characteristics. The in teaching English to children should be different from the ones that are applied in adult's classes.

In relation with childrens' characteristics, there are some principle stated by Scott (1994:5) that can be account by a language teacher. The principles are:

a) Words are not enough

It means that spoken words are not enough. The teacher should encourage the students move.

b) Language as a language.

Most of eight up to ten years already have the awareness that language is something separated from the events.

c) Play with the language

The teacher should let the students talk to themselves, sing a song and tell stories. Teacher should let the students experiment with words and sounds.

d) Variety in the classroom

It is already understood that concentration and attention span in children are short so variety of activity, variety of pace, variety of voice and variety of organization.

e) Routines

Establishing routine and some roles in the classroom is important for the teachers to do. The children can get advantages from knowing the rules and being familiar with the situation.

f) Cooperation and competition

It is important that the teacher should avoid reward and prizes. It is better for teacher to create an atmosphere of involvement and togetherness.

g) Grammar

The teachers should note the structure function and grammar items which students to learn.

h) Assessments

It is always useful for the teachers to make regular notes about each child's progress.

Scott and Ytreberg (1993:3) say that young children love to play, and they learn best when they are enjoying themselves. The activity provided for children should consist of the element of fun. Harmer (1991:7) says that children need frequent changes of activity: they need activities involved in something active (they will not sit and listen) and and they need to be appreciated by the teacher , an important figure for them.

Brown (20 01:87-90) proposes some principles that can be applied in teaching children. There are:

a) Intellectual Development

Since children in intellectual stage Piaget (1972) called “concrete operations”, the teachers need to remember their limitation. Rules, explanations, and other, even slightly abstract talk about language must be approached with extreme caution. Children are centered on the here and now, on the functional purposes of language.

b) Attention Span

One of the salient differences between adults and children is attention span. Short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult. Since, language lesson can at times be difficult for children; the teachers’ job is to make them interesting, lively, and fun.

c) Sensory Input

Children need to have all five senses stimulated. The teacher’s activities should go well beyond the visual and auditory modes that we feel are usually sufficient for a classroom. What the teacher should do are: 1) Pepper the lesson with *physical activity*, such as role-play, play games, or to do TPR. 2)

Projects and other *hands-on activities* go a long way toward helping children to internalize language. 3) *Sensory aids* here and there help children to internalize concept; the smell of flower, the touch of plants and fruits, the taste of food, and etc. 4) The teacher's *nonverbal* language is important because children will indeed attend very sensitively to their teacher's facial features, gestures, and touching.

d) Affective Factors

Children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive especially to peers. Children are in many ways much more fragile than adults. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted.

e) Authentic, Meaningful Language

Children are focused on what this new language can actually be used for here and now. They are less willing to put up with language that does not hold immediate rewards for them. The classes can ill afford to have an overload of language that is neither authentic nor meaning.

There are many principle that should be known by the teacher when they have to teach language to children. Teaching language to children is different from teaching language to adults. They have different intellectual,

background knowledge, and experiences. Children need adult assistants to gain their target language.

2. Teaching Reading to children

a. The Nature of Reading

Reading is one of macro skills besides listening, speaking and writing. Reading can be classified into receptive skill because the readers just comprehend what they read without producing something. Reading plays an important role to facilitate the people to comprehend the written materials. Reading is a process that having many parts involving word cognition, comprehension, fluency, and motivation (Leipzig: 2001).

Leipzig (2001) adds that reading is making meaning from print. It requires many processes. There are:

1. Identify the words in print-a process called word recognition.
2. Construct an understanding from them-a process called comprehension.
3. Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

Patel and Jain (2008:113) state that reading is an active process consisting of recognition and comprehension. Reading is a set of skills that involves making sense and deriving meaning from the printed word (Linse,

2005:68). The readers must be able to decode (sound out) the printed words and comprehend what readers read. Skin, Weswood(2008:14) adds, that reading involves two main process, identifying word and comprehending connected text.

b. Reading Comprehension

English as a subjects matter in school covers four language skills: speaking, reading and writing. Students' learning activity in every subject involves reading. Reading is one of the complex ways in learning English as a foreign language. Considering the need of mastering reading as one of the ways for mastering English, Harmer (2002:39) state that reading is taught from Elementary school up to university by using many kinds of method applied by the teachers.

Comprehension is the reason for reading. If reader can read the words but do not understand what they are reading, they are not really reading. According to Gronlund(1985:36), reading comprehension is the ability to grasp the meaning of material.

Snow, Sweet, Alvermann, Kamil, and Strickland (2002) suggest that reading comprehension is in part, made up of nine cognitive components: fluency, vocabulary, world knowledge, discourse knowledge, linguistic knowledge, motivation, purposes and goals, cognitive and meta-cognitive strategies, and integrating non-print information with text. Fluency involves

accuracy and automatic word identification, decoding with facility, and expressiveness in reading. Students cannot comprehend a text if he or she does not understand the individual words it includes. There is evidence that vocabulary differences affect comprehension, and that increasing vocabulary acquisition has a positive influence in reading comprehension. Students have many opportunities to acquire and improve vocabulary knowledge through inference from the text.

Children acquire world knowledge from experience and from the text they read. To comprehend the text, students need to use discourse knowledge, it is to connect the text elements and to connect the content to the messages of the writer. Linguistic knowledge includes oral language capacities – production and comprehension – and the ability to reflect one's knowledge of language. Children who comprehend the text they read to obtain information, to enjoy literature, to find specific information, and to learn from the text. Children reading motivation consist of several aspects. Children who are motivated to read spent more time to read than their less motivated to read. Comprehension strategies are needed to construction of the meaning. Reading comprehension often involves integrating non-print information, for example, graph and picture, with text. Students have to integrate picture or graph with text to comprehend the contents of the text.

The most important goal of reading is to help children to acquire the language and knowledge they need to read with good comprehension. Children Comprehension strategies are needed by the students to comprehend the text. They also learn to find what they are reading to their personal experience, background knowledge and other texts. Teachers should teach reading comprehension strategies to the students. In addition, Nees (2010) notes, reading comprehension is a process that involves memory, thinking abstractly, visualization and understanding vocabulary as well as knowing how to properly code.

There are many strategies that may help students improve their reading comprehension. According to Moore and Lo (2008), four of general strategies in reading comprehension are visualization, summarization, making inferences, and making connection to one's own life and experience. Visualization involves students creating mental pictures in their mind while they are reading. Students can draw or create picture of their visualization. Summarization is teaching students how to summarize what they have read to themselves. Making inferences is taught by a teacher reading passage aloud to a class that has some of the detail missing. Teaching students to make connections to their reading is done in similar way with making inferences. All four these strategies sometimes combined once have been taught separately.

c. Reading Technique and Activities for Elementary Students

. Teacher is the main important person to encourage students to reading skills. Teaching reading comprehension for children in Elementary must be differ from teaching reading for adult because they have different characteristics background. Linse (2005: 78) state that, the activities chooses by the teacher should be based on the individual child's development, native-language literacy skills, and oral language skills in English.

Teacher of young learners may not use texts books at all, or may use textbooks which rely on pictures. It is important not to place many reading demands on young learners who are still learning to read in their native language. Teaching reading English as a second language will depend on many factors such as the age of the children, the level of their exposure to English as a second language, their first language background, and their ability to read in their first language.

Brewster and Ellis (2003:111) suggest the teachers use a balance of activities that focus on sounds, letters, and words but also activities that promote word recognition associated with meaning, for example the Look and Say and Language Experience methods. Look and Say is based on encouraging sight recognition of the most common words, such as the, he, she, is, are, so that part of reading becomes automatic. In a recent article,

Dlugosz (2000) recommends the Look and Say method and also describes its use with some Polish children where they listen to the texts many times until they become familiar with words and their graphic representations. Language Experience is used with young children and tries to make print meaningful. The English teacher will need to consider the difference between 'sounding out' and 'reading with understanding' in her classes.

The teacher should make different types of reading activities for young learner. It is to make reading more enjoyable and helps students improve their reading comprehension. There are many types of reading activities that can be used. There are:

1. Extensive Reading

Extensive reading usually includes 'reading for pleasure'; the students choose what they want to read from the selection materials or other sources such as comics, magazine, storybooks, novel and web page.

2. Intensive Reading

The teacher use a text to help the students developed reading skills.

3. Predicting

The teacher shows a picture with the text, or the teacher may use the title to discuss the topic and ask question. This process helps students predict what they are going to read. Students can activate and recall any

vocabulary and knowledge related to the topic, which makes the reading easier to understand.

4. Jumbled letters

The students practice spelling the words they have learned.

5. Jumbled words

The students rearrange word to make a sentence.

6. Jumbled Sentences

The students rearrange sentences to form a paragraph. They must use their knowledge of paragraph to connect sentences. It help them to make meaningful paragraph.

7. Jumbled Paragraph

The students rearrange paragraph.

d. Learning to Read

Reading is a challenge for children to find out how print presents sounds. Linse (2005:69) state that, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, children must be able to decode (sound out) the printed words and also comprehend what they read. According to Paregoy and Boyle (2004) there are three different elements which impact reading of second language learners: child's background knowledge, the child's linguistics knowledge of the target language and the strategies or techniques the child uses to tackle the text.

Cummins (1979), state that the development of reading skill in foreign language is greatly assisted if pupils have developed strong reading skills in their first language. By developing strong reading skill in children first language, it will be easier for them to transfer those skills into English. Children who are able to read in their native language are at an advantage over children who cannot read in in their native language because they understand the key concept that printed symbol can be used to present spoken words (Peregoy, and Boyle, 2004).

e. Approach to teach Reading

Scott and Ytreberg (2000:54) proposed a number of different ways to approach the introduction of reading in a foreign language. There are:

1. **Phonic**

This approach is based on letters and sound. Teachers teach the students the letters of alphabet and the combination of letters.

2. **Look and Say**

This approach is based on words and phrases. The teacher makes a lot of use of flash cards. The teacher usually starts by teaching everyday words which are familiar to the children.

3. **Whole Sentence Reading**

The teacher teaches recognition of whole phrases and sentences which have meaning themselves. The teacher can read a story which the students familiar with the text.

4. Language Experience Approach

This approach is based on the student's spoken language. The teacher writes down a sentence for the students to read which is based on the student has said.

Students respond differently to different approaches. Teacher should choose appropriate approach to teach reading. Teacher may use all the approach in the process of learning to read or choose one of them which is appropriate with student's characteristics.

3. The role of the Teacher in Teaching of Reading for Children

Teacher is a main person in the classroom. Teacher can play many roles in the course of teaching. According to Brown (2001:167-168), the roles of the teachers are facilitator, controller, director, manager, resource in the teaching of reading in the classroom. Here are the explanations:

1. Controller

The role as a controller means that teacher control both what students learn and what they do. It determines what students do, when they should speak and what language forms they should use. The control is

important and useful for teacher to manage the lesson time so there is no wasted time.

2. Director

As a director, teachers have a job to keep the process of teaching and learning flow smoothly and efficiently.

3. Manager

The teacher as one who plans lesson, modules and course, and organizes the larger; longer segments of classroom time. Teacher also allows students to explore their individual ability and creativity. After that, teachers give evaluation and feedback of what students have done.

4. Facilitator

This role is a less directive role. Teachers are facilitating the process of learning of making learning easier for students. The teacher only provides guidance and stimulating learning environment for students. The teacher may give the students challenging and interesting text to read. It may help student's intrinsic motivation increases. Here, students allowed learning naturally and discovering the understanding of text in their own way.

5. Resource

The teachers are available for students to give advice and counsel when students seek it. Students often have many questions when they are doing the activities, it is better for the teacher to answer.

4. The Use of Games in Language Teaching

a. Definition of Games

Play is very important in child's life. A child learns to make sense of the world around them through play. Brewster and Ellis (2004:172), Children enjoy constructive play and games. They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills.

A game is defined by Hadfield (1990: V) as an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games and co-operative games. Competitive games are games in which players or teams race to be the first to reach the goal. Co-operative games are games in which players or teams work together to reach the goal.

Games are liked by all level of learners. Carmen Argondizzo (1992:22) says that games promote learning through pleasure. Children learn by doing, they learn language by using it, speaking it, reading it. Activities given in class should give opportunities for children to use English in everyday context.

Herrera and Hojel (1998:Vii) state that games motivate children to learn language by focusing on cooperation learning in group and pair work and are excellent examples of learners centered activities. The process of

playing games is more important than winning the games itself. The process of playing games is a time for children to learn. Children do not need to win the games. They just need to experience a games as an activity. Communicative language games have three functions:

- 1) Socialization. Games help the children get acquainted with the group and the second language environment.
- 2) Content area language instruction. Use the second language as a means to teach the second language.
- 3) Production. Games encourage children to use vocabulary and simple express pleasure.

Games are fun and children like to play them. By using games children can play, discover, experiment and interact with their environment. Games also help the teacher to create active and fun learning process.

b. Types of Games

Games are played with various techniques. Each games have their own technique. There are two kinds of games: competitive games and co-operative games. Competitive games are games in which players or teams race to be the first to reach the goal. Co-operative games are games in which players or teams work together to reach the goal.

Hadfield (1990:V) writes some activities of games such as guessing, matching, information gap, board games, puzzle, combining, collecting, exchanging, role plays and simulation. The list of games such as crossword puzzle, scrabble, bingo, guessing games, Simon says and scramble letter.

Children like to play games. It is interesting activities for them. They can create and explore their environment by themselves. Games also fun activity to help children learn something. Children learn something by doing it. For that reason, games are identical with children.

According to William and Herd (1994:5) games can be played in the classroom individually, in pairs, or in small groups. Games can help the teacher to create more interesting activity in classroom. Teacher can choose how he or she does the games, depending on the type of activity and the size of the class.

Brewster and Ellis (2004:174), state that many different kinds of games which can be grouped according to the kinds of language or learning focus they have and the kinds of resource, classroom management and organization they need. However, Paul (1996) writes that there are many games that are played over and over to provide such practice until the children 'turn into unthinking parrots'. He suggests that children can be encouraged to discover many new words and structures while they are playing games in order to be more mentally engaged.

Lewis and Bedson (1999:16) mention some types of games in language teaching. There are:

1. Movement Games

This type of game all children can be involved and the teacher just monitors the game.

2. Card Games

Children collect, give away, exchange, sort, and count cards

3. Board Games

The students play a game by using board

4. Dice Games

Dice games are incredible versatile. They can have numbers, letters of the alphabet and colors.

5. Drawing Games

Drawing games are spans a gap between key function of the brain. It is also helps the shy children who reluctant to talk.

6. Guessing Games

The aim of this game is to guess the answer to question of some kind.

7. Role Play

Role play stimulates a child's imagination and test of true communication.

8. Singing and Chanting

Students will sing and do some movement.

9. Team Games

There will be some groups or team in this game. Students need a cooperative teamwork.

10. Word Game

This game utilizes children's enjoyment of playing word.

c. Criteria of Good Games

There are many language games can be found. The teacher should choose the best games for children because not all games can be applied in any class. It is important to achieve the purpose of using games in language learning process so that the games are not only for having fun but also for achieving a certain language skill.

Dobson (1983:155) state that good language games must fulfill some requirements as follows:

- 1) Require little or no advance preparation.
- 2) Short enough to occupy a convenient space in the program.
- 3) Entertain the students but does not cause the group out of control.
- 4) Do not consume too long time.

Sugar and Sugar (2002:12-17), teachers need to consider few things in choosing the games to play. The following are elements that the teachers

need to consider before playing a game in the English classroom as proposed by Sugar and Sugar (2002: 12-17). Those include the following elements.

- Target Audience
- Level of play (Language Level Required
- Number of Players
- Size of the Class
- Learning Outcomes
- Playing times
- Game Variation

While in using games, teachers should consider some principle of games selection. Weed (1979:29) proposed some principle before picking one game to be applied in language teaching. They are:

- a. The purpose of the game

In order to carry the knowledge or the language unit well, a teacher should refer to the section concerning purposes and relate the purpose to the particular point to teach in the lesson.

- b. The space to play the game

Teacher should also check if there is a possibility for language activity game in limited space in room, or the game might ruin the teaching learning process.

c. The number of the students

Some games in language teaching work well for a large number of students or some of them are more suited to only two people, team games or individual ones. Such pattern of grouping can be change based on the situation and the need.

d. The age of the students

Adults' games are not suitable for children and vice versa. There are many elements that make them inappropriate to be mixed given in different level of the learners, such as vocabulary differences, shorter or longer structure, etc.

e. The level of the activity

It is suggested that the more relax and easier activity comes after the more activity one because it is hard to settle down the students after they play a very active game. Teachers may put a game in the middle or in the end of the lesson by considering whether the students need more energy in the next activity or not.

f. The type of the game

Teacher should consider which game they choose, the general one or the complicated one. After that, they can have time to preparation, instruction, and then managing the steps and time.

g. The time allocation

Some games need a lot of time to play. Teacher should consider whether the students have got the prerequisite knowledge needed in the game or not. If they are yet accomplished, the teacher should prepare the students with the sentence structure and vocabulary before playing the game. Thus, more preparation and time management are needed.

h. The use of properties

One thing that teachers might not forget, that they bring the properties they needed for playing the games. Teachers may also modify the properties to suit the class and vocabulary necessary.

i. The necessary reward

Giving reward to students can be part of the game. Reward can be the form of both compliment and comment on spoken or written form. They will be something meaningful for the students.

j. The relevant game

A good game will help students to maintain the knowledge they have learnt. However, the game which is not relevant to knowledge they have learnt might ruin.

The teacher should be careful to choose the appropriate games for the children. A game must be more than just fun so that it creates children's learning process. A game should give students a chance to learn, to practice, or review specific language materials. Hence, games will be useful and helpful for teaching learning process.

d. Advantages of Games

Using games in teaching learning process provide students an opportunity to learn while engaging a competition. Students' participation has an intrinsic motivation to win the game. Students' motivation keeps them tuned in to the teaching and learning activity.

Martin (1995:1) writes that game is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way. Games help learners to make learning the foreign language accessible by using many approaches, such as mime and movement, use of colour and pattern, guessing, or personalization.

In addition, Brewster and Ellis (2002:173) proposed list of some advantages of using games. There are:

1. They add variety to the range of learning situation.
2. They change the pace of the lesson and help to keep pupils' motivation
3. They 'lighten' more formal teaching and can help to renew pupils' energy.
4. They provide 'hidden' practice of specific language patterns, vocabulary and pronunciation
5. They can help to improve attention span, concentration, memory, listening skills and listening skills
6. Pupils are encouraged to participate; shy learner can be motivated to speak
7. The increase pupil-pupil communication which provide fluency practice and reduces the domination of the class by the teacher.
8. It helps create a fun atmosphere and reduces the distance between teacher and pupils
9. They can help reveals areas of weakness and the need for further language.
10. They can help to motivate and improve writing skills by providing real audience context and purpose

Wright, Betteridge and Buckby (1994: 1) proposed some benefit of using games in teaching English. There are:

- Games help and encourage learner
- Games help the teacher to create context in which the language is useful and meaningful
- Games provide intense and meaningful practice of language
- Games provide practices in all the skills (listening, speaking, reading and writing)

Krashen and Terrel (1985:121) stated that the students become more involved more quickly with an activity if it is presented in a game format because they normally interested in the outcome of the game. These are some advantages of games:

- 1) Games provide language practice in the variuos skills, listening, speaking, reading and writing.
- 2) Games can give hidden practice of specific language point without students being aware of this.
- 3) Games encourage of children who feel intimidate by formal classroom situations. Even shy students can participate positively.

- 4) Games can increase students communication and reduce the domination of the classroom by the teacher.
- 5) Games are motivating and challenging
- 6) Games can act as a testing mechanism, in the sense that they will expose areas weakness and the need for remedial work.

Kim (1995:35) states that there are many advantages of using games in teaching and learning process in the classroom:

- 1. Games are a welcome break from the usual routine of the language class
- 2. They are motivating and challenging
- 3. Learning language requires a great deal of effort of learning.
- 4. Games provide language practice in the various skills speaking, listening, reading and writing.
- 5. They encourage students to interact and communicate
- 6. They create a meaningful context for language use.

Games add variety to range of learning situation. Games can maintain motivation; encourage an interest of students who feel intimidated by formal classroom situations. Games can be found to give practice in all skills (listening, reading, speaking, and writing) in all the stage of teaching, learning sequence and for many types of communication.

e. Principles of Using Games

Tyson (2000) mentions some criteria to use in language learning.

There are:

1. A game must be more than just fun
2. A game should involve friendly competition
3. A game should keep all of students involved and interested
4. A game should encourage students to focus on the use of language rather than on the language itself.
5. A game should give students a chance to learn, practice, or review specific language material.

In addition, Cant and Suportine (1997:9) state that there are five criteria for choosing games:

1. The games should have linguistic relevance
2. The games should have an aim and a purpose
3. All the children should be able to participate
4. The games should be easy and quick to set up and carry out
5. The games should be fun for children

B. Conceptual Framework

On the basis of the literature review, the teaching of reading Comprehension to children is different from adults. So that, teacher need to find different ways to improve children reading comprehension. The teaching English to children, especially teaching reading comprehension should make the children interested in class activity so that they can enjoy their class. As it is mentioned in Williams(2005), that the teacher should allow the children to be active participants in the learning process children get involved in non-threatening, enjoyable learning environment actively so that they experience the language introduced in the class. The technique of teaching reading to children should pay attention to children's ways of learning. Games are seen as the effective technique in teaching English to children, especially to teach children reading comprehension.

The researcher wants to make reading more interesting and invites students' by using games in class activities. The researcher collaborated with the English teacher, the classroom teacher of fifth grade, and the school principals to work together to plan, implement, observe, and reflect some action in classroom.

It is hoped that applying the new technique, there would be some changes in reading comprehension at the fifth grade of MI Al-Islam. It is hoped improve children reading comprehension at fifth grade of MI Al-Islam

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlighted the type of the research, research design, the setting, the population, the research procedure, the data collection technique, the research instruments, and data analysis technique.

A. Type of the Study

This study was action research that was aimed at improving students' reading comprehension through language games in the grade of fifth of MI Al-Islam Tempel.

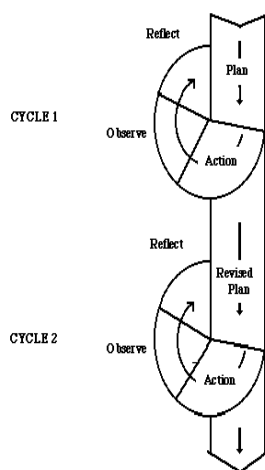
Research is a way to find the truth through Scientific methods since it conveys the truth using scientific methods that are formulating the problem and doing literature study that is a study about theories or research result in the past which are related to the problem (Ruseffendi, 1994:3).

According to Burns (1999), action research is the application of fact finding to practical problem solving in a social situation, with a view to improve the quality of action in it by involving the collaboration and corporation of researcher, practitioner and laymen. The purpose of the action research is to make changes and improvement.

B. Research Design

The research on improving the fifth grade students' reading comprehension through language games at MI Al-Islam Tempel focused on the effort to improve students' comprehension on the topics that were taught. It was conducted with the English teacher and students of grade fifth of MI Al-Islama Tempel to improve the students' comprehension by formulating the problems in reading teaching and learning, planning, implementing the action and reflecting the actions.

To get an understanding about the processes of the research, the writers give a description of the steps as presented by Kemmis and McTaggart (1996:6) below:



Notes:

0. The problem
1. Planning
2. action and observation 1
3. Reflection 1
4. Planning II
5. Action and Observation II
6. Reflection II

Figure 1. The steps of an action research.

C. Research Setting

The research conducted in the English class of grade fifth at MI Al-Islam Tempel. MI Al-Islam Tempel has of sixclasses from grade 1 up to grade 6 consists one class each grade. This primary school has 6 classrooms, headmaster office, and teacher office. Library, and two toilets.

MI Al-Islam Tempel is located in jl. Jogja - Magelang KM 17 Margorejo, Tempel, Sleman. There was only one English teacher and she has to teach six classes. There were no media, which can be used for supporting the English teaching and learning process. The media were only the blackboard and a textbook.

There were 15 boys and 19 girls in the 5th class. The condition of the class was not very big but it is clean and bright enough. There were 10 desks and 20 chairs. The equipment were an information board, a lesson schedule, a daily picket schedule, a broom, a cupboard, and a chalkboard.

The English teaching and learning process seemed to be monotonous. So, the students got bored easily. They also liked to walk around the class during the lesson for asking their friends when they found any difficulties. They found many difficulties in comprehending sentences. It was because they had less chance to practice reading.

D. The research objectives

As mentioned before, this research study aimed to improve the students' reading comprehension at grade V MI Al-Islam Tempel in academic year of 2013/2014 through language games. By using some techniques and conducting actions in the research, it was expected that through language games, the students' involvement would increase. This research involved the researcher, the class teacher, the English teacher, the headmaster, and the students of grade V MI Al-Islam Tempel.

E. Time of the research

This research was done in MI Al Islam Tempel with the V grade students as the participants. They were those who were in the second semester by the academic year of 2013/2014.

The research was carried out during the English class which is held once a week in each class. For this class V class, the scheduled class was on Monday at 10:10-11.20 p.m. The actions lasted in 2x35 minutes per meeting from 3th of February until 10th of March 2014.

F. Procedure of Data Collection

The data were collected from observation and interviews. The observations used to get the data of the English teaching process (teaching reading process). The observation planned and noted. To do this, the researcher used a tape recorder, a camera, observation guides, and interview guides. The data were in the forms of field notes, photographs, and interview transcripts.

G. The Research Data Analysis

In conducting this research, the researcher did some step below:

1. Determining the thematic concern-Reconnaissance

The researcher will be done the reconnaissance to explore the real situation in the teaching learning process. It will taken from the observatioon of the English teaching process of grade fifth MI Al-Islam. The reseearcher also will be interviewed the students of grade V. The researcher also will give questionnaire to the headmaster, the English teacher and the students. The researcher will be formulated the problems and planned the the project after getting the information needed.

2. The Research Cycles

a) *Planning*. The researcher and the English teacher will be discussed to plan some actions to be implemented in the teaching learnng process after gathering the information and deciding the thematic concern during the reconnaissance.

- b) *Action and Evaluation*. The researcher and the English teacher will implement the actions after deciding the actions plan. During the teaching learning process, the researcher and the English teacher will make some notes about the existing changes in the teaching learning process. Then they will discuss the notes. The results of the discussion will be as an evaluation to improve the action.
- c) *Reflection*. The researcher and the English teacher reflected critically on what will happen at the end of cycle. They close the cycle and continue to the next cycle if the purpose of the teaching had achieved. If it had failed to the purpose of the research, they will plan again to make the next cycles.

H. The validity of the research

The researcher follows these criteria to fulfill the validity of the research:

- a) *Democratic Validity*, which is related to the extent to which the research is truly collaborated.
- b) *Outcome Validity*, which is realated to the notion of action leading to outcomes that successful within the research context.
- c) *Process Validity*, which is raises questions about the process of conducting the research.

- d) *Catalytic Validity*, which is related to the extent to which research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their roles and the actions taken as a result of these changes, or by monitoring other participants' perception in the research setting.
- e) *Dialogic Validity*, which is parallel with the process of collaborative or reflective dialogues with 'critical friends' or other practitioners.

I. The reliability of the Research

The researcher showed the interview transcripts or use of different resources to get the same data to ensure the reliability. She interviewed the related teacher, observe the teaching learning process or interview the students who follow the lesson to obtain the data about the teaching process.

CHAPTER IV

RESEARCH PROCESS, FINDING AND DISCUSSION

The study was action research. She in doing the research followed the steps of reconnaissance steps, planning, action and observation, and reflections. In the reconnaissance steps, she observed and identified the problems related to teaching and learning process of reading comprehension. After finding the general problems, she made the syllabus and did the action in two cycles.

A. Reconnaissance

The researcher had discussion with the English teacher to identify the problem. She also did an observation of teaching and learning process in grade of fifth MI Al Islam Tempel.

1. Identification of the Field Problem

Based on the class observation, field note and interviews of English teacher and the students of MI Al Islam Tempel, the problems were related to the teacher, the students, the teaching materials and the teaching technique. There were 18 problems related to English class as follows:

Table 1. The problems Related to the 5th Grade students low reading comprehension.

No	Problems	Code
1.	The students lacked vocabulary	S
2.	The students still had difficulties in pronunciation	S
3.	The students had difficulties finding the main idea	S
4.	The teacher did not use various media, especially in reading.	T
5.	There were not enough materials	Mat
6.	The students had limited chance to practice reading	TT
7.	The reading activities were monotonous	TT
8.	The teaching and learning process lacked the use of media	Md
9.	The materials were mostly taken from the LKS	Md
10.	Some students talked to other friends while the teaching learning process still going on	S
11.	Some of the students asked a permission to go to the toilet when the English teaching learning process was going on.	S
12.	The students had low self-confidence to read in English	S
13.	The teaching and learning activity was monotonous	TT
14.	The teacher rarely gave variation in her teaching technique	T
15.	Some students found difficulties in comprehending the text	S
16.	The reading teaching and learning process lacked fun activities	TT
17.	Some students had difficulty in memorizing the vocabulary	S
18.	Some students were passive in reading activity	S

S : Students

T : Teacher

TT : Teaching Technique

Mat : Materials

Md : Media

From the table above, it could be identified that the problems which occurred in the teaching learning process were related to teacher, students, teaching technique, media, and the materials. Here, the researcher would only focus on improving students reading comprehension. Because of that, she selected the problem related to the students reading comprehension that need to be solved. The problems are listed in the table below:

Table 2
The Problems Related to the Students' Reading comprehension

No	Problems
1.	The students lacked vocabulary
2.	The students still had difficulty in pronunciation English words
3.	Some students talked to other friends while the teaching learning process still going on
4.	The students had difficulties finding the main idea
5.	Some of the students asked a permission to go to the toilet when the English teaching learning process was going on
6.	The students had low self-confidence to read in English
7.	Some students found difficulties in comprehending the text
8.	Some students had difficulty in memorizing the vocabulary
9.	Some students were passive in reading activity

2. Weighing of the Identified Field Problems Based on the Level of Urgency

After the field problems were identified, the next step was weighing the field problems. The researcher weighed the field problem by holding discussion with the English teacher. They selected the identified field problems based on the level of urgency level, namely,

urgent, and less urgent. The urgent problems were those which should be overcome soon and the less urgent were those which were to be overcome soon.

Table 3. The Identified Problems Based on The Urgent and The Less Urgent Level in the Teaching and Learning Process of Reading in Class V of MI Al Islam Tempel

No	Filed Problems	Code	Urgent	Less Urgent
1.	The students lacked vocabulary	S	√	
2.	The students still had difficulties in pronunciation	S		√
3.	The students had difficulties finding the main idea	S	√	
4.	The teacher did not use various media, especially in reading.	T	√	
5.	There were not enough materials	Mat	√	
6.	The students had limited chance to practice reading	TT	√	
7.	The reading activities were monotonous	TT	√	
8.	The teaching and learning process lacked the use of media	Md	√	
9.	The materials were mostly taken from the LKS	Md	√	
10.	Some students talked to other friends while the teaching learning process still going on	S		√
11.	Some of the students asked a permission to go to the toilet when	S		√

	the English teaching learning process was going on.			
12.	The students had low self-confidence to read in English	S		√
13.	The teaching and learning activity was monotonous	TT	√	
14.	The teacher rarely gave variation in her teaching technique	T	√	
15.	Some students found difficulties in comprehending the text	S	√	
16.	The reading teaching and learning process lacked fun activities	TT	√	
17.	Some students had difficulty in memorizing the vocabulary	S	√	
18.	Some students were passive in reading activity	S	√	

3. Selection of the Field Problems Based on the Feasibility Level

In this step, the field problems were selected by the researcher and the English teacher based on the feasibility of the problems to be solved. The feasibility problems to be solved were determined by considering time and the ability of the researcher to conduct the research. The result of selection of the identified field problems based on the feasibility can be seen in the following table:

Table 4. The Most Feasible Problems to be solved in the Teaching and Learning Process of Reading in Class V MI Al Islam Tempel

No.	Field Problems	Code
1.	The students lacked vocabulary	S
2.	The teacher did not use various media, especially in reading.	T
3.	There were not enough materials	Mat
4.	The teaching and learning process lacked the use of media	TT
5.	The teacher rarely gave variation in her teaching technique	T
6.	Some students found difficulties in comprehending the text	S
7.	The reading teaching and learning process lacked fun activities	
8.	Some students were passive in reading activity	S

Note: S : Student Mat: Material TT : Teaching Technique

4. Determining the Action to Solved the Problem

After identifying the problem related to the teaching and learning process of reading needed to be solved, some actions to overcome the problems are formulated. There were four actions that were planned as the result of the discussion.

- a. Use various media in presenting new language to gain the students' interest during teaching and learning process.
- b. Using song to makes students familiar with the vocabulary and enjoy the teaching and learning process
- c. Use various materials to makes students interest in reading the text
- d. Using games during the lesson as the activities to improve students' reading comprehension and to maintain students' participation in reading.

The use of games in the teaching reading was proposed. It was aimed of improving students' reading comprehension. The uses of games develop effective learning environment and classroom atmosphere.

5. Pre-requisite Analysis

The researcher formulated pre-requisite based on the feasible problems listed in table 4. A pre-requisite analysis was determined by the researcher and the English teacher in order to find cause and effect between the problems. The pre-requisite analysis was made and discussed by the researcher and the English teacher. The discussion was done in order to get opinions and suggestions from the English teacher about the pre-requisite analysis.

From the discussion with the English teacher, the researcher got the cause and effect in teaching and learning process of reading. The fact that there were not enough materials and various media use in teaching

reading and the teacher rarely give variation in her teaching technique made students get bored with the classroom activities so that they were passive in reading activity.

In addition, the teaching reading process lacked of fun activities and the students had limited chance to practice reading made the students found difficulties to comprehend the text. Consequently, the were not interested in materials given and passive in reading activity because of the lack of vocabulary and difficulty in comprehend the text.

6. The Relationship Between the Action and the Problem

The researcher related the field problems to the actions designed after the actions had been designed. The table below showed which field problems could be solved with the actions that had been designed by the researcher.

Table 5
The Relationship Between the Problems, the Actions, and the Function of Actions

No.	Problems	Causes and effects	Actions
1	Some students did not pay attention to the lesson	<ul style="list-style-type: none"> The students had low curiosity of learning English. 	To overcome the field problems, then the researcher implement <i>language games</i> which were consisted of 4 plans as follows: a. Use various media in presenting new
2.	The teaching and learning activity was monotonous	<ul style="list-style-type: none"> The students got bored easily in following the English lesson. The students liked to interrupt the teacher to go to the toilet during the English class. 	

		<ul style="list-style-type: none"> ▪ The students were busy with their friends and did own activities when the teacher was explaining. ▪ The students were not involved actively in the teaching learning process 	<p>language to gain the students' interest during teaching and learning process.</p> <p>b. Using song to makes students familiar with the vocabulary and enjoy the teaching and learning process</p>
3.	The media were not maximally used.	<ul style="list-style-type: none"> ▪ The students lacked of vocabularies. ▪ The students got bored easily in following the English lesson. 	c. Using various materials to makes students interest in reading the text
4	The materials were not interesting.	<ul style="list-style-type: none"> ▪ The students got bored easily in following the English lesson. 	d. Using various games during the lesson as the activities to improve students' reading comprehension and to maintain students' participation in reading.
5.	The materials mostly taken from LKS	<ul style="list-style-type: none"> ▪ The students had less chance to practice reading 	
6.	There was no good respect to the students.	<ul style="list-style-type: none"> ▪ The students had low self-confidence to speak English. 	

To gain a clearer description of the real condition and situation, here is the vignette of the English teaching and learning process in December 3, 2013, at 10:20 – 11:20 a.m, before the actions were conducted:

.... At 10.20 a.m. the English teacher came.... The students said "ayo mlebu bu guru teko." The teacher (Mrs. Umi) said "good morning students?" The students answered "good morning." Mrs. Umi began to start her lesson "OK, kemarin kita belajar apa saja?" Only two students replied "cloth bu...", the others students just ignored it. Then the teacher asked one of the students "zahdan, ayo coba sebutkan macam-macam cloth. Ayo semalam belajar tidak?" Zahdan just smiled and didn't answer. Then the teacher asked the other student. "Ade, coba sebutkan ini apa, ini apa?" the teacher pointing. "baju,kudung

buk!” Ade answered. The teacher “Lhoh... bahasa inggisnya?”. “Wah lali e bu.” Ade said. It spent 20 minutes to check and discuss the students’ homework.

....As the next activities, first, she started to open her textbook and LKS. She asked the students to open the LKS page 29. “ayo dibuka halaman 29” Then some students replied “ Berapa bu?” One of the students said “songolikor, Rud.” The teacher said “Ya, dua puluh sembilan.” The students opened the LKS and learned cloths. The teacher read the instruction and the information on the page of the LKS and then asked them to repeat it after her. The teacher said “skirt.”. Some of the students repeat their students with the wrong pronouncement “sirt”. After that, she pointed her skirt. While the teacher was explaining, the students were busy talking with their friends. There were two students coming in front of the class and interrupting her by saying “Bu, badhe ke kamar mandi.” The teacher just nodded her head. the students were asked by the teacher to mention the cloth that they use.

... As the next activity, the teacher asked the students to do the assignments that were listed in LKS. The assignments were about matching the pictures with the statement which was provided. Nanik said to her friend “Eh, celana ki boso inggrise opo to?” Dedi answered” yo celono tho!”. The teacher said “trousers.” While some of the students were busy doing the task, the rest of them were talking with their friend.

Teacher said to Ahmad “Ahmad, sudah selesai po? Dari tadi kok ngobrol” “Belum bu.” The teacher said “Yowes gek dikerjakan.”

. . . Twenty minutes later, the two girls also interrupted for asking permission to go to toilet. “Bu, mau ke kamar mandi.” The other students still did the assignments.

... Next, all of the students have done the assignments on LKS. Then the teacher discussed the assignments with the students.

... Next, the teacher asked them to learn the pictures on page 32. “Ayo dibukak halan tiga dua.” the teacher said. The teacher then read them “veil, glove, t-shirt” and the students were asked to repeat her, “Ayo tirukan!” teacher said. After reading the information, the teacher pointed the pictures on LKS and asked the students to mention it. Only some students paid attention to the teacher and followed the teacher instruction. Some of them were talking with their friend.

... The bell rang at 11.20 a.m. The teacher gave them home work to do. “Buat homework ya, halaman 35. Dicatat dalam buku besok ibu lihat”. The students said “wah...”. Then the teacher say good bye.

B. Report of Cycle 1

1. Planning

Considering the problems identified, the researcher and the English teacher planned to use language game in the teaching and learning process. By implementing this technique, it was expected that:

Table 5
The Problem and the Expectation

No	Problems	Expectation
1.	Students lacked vocabulary	The students would be familiar with new vocabulary
2.	The students still had difficulty in pronunciation English words	The students have more chance to read aloud the words and pronounce the words
3.	Some students talked to other friends while the teaching learning process still going on	There would be less time for the students to talk to other friends
4.	The students had difficulties finding the main idea	The students would be more easy found the main idea
5.	Some of the students asked a permission to go to the toilet when the English teaching learning process was going on	Some of the students would not go to the toilet every time when the English teaching learning process was going on.
6.	The students had low self-confidence to read in English	The students would have self-confidence to read in English
7.	Some students found difficulties in comprehending the text	The students would be easier in comprehending the text.
8.	Some students had difficulty in memorizing the vocabulary	The students would be more easy in memorizing the vocabulary
9.	Some students were passive in reading activity	The students would be enthusiasm in reading activity

In the first cycle the researcher use board game and card game. She not only decides to use board game and card game but also combined it with the other actions. The other actions were presented below:

- a. Using the steps of teaching reading
- b. Creating interesting learning media to the students' in understanding the difficult words in the text,
- c. Providing various reading text and materials to give more chance for students in practicing reading,
- d. Providing various reading task to attract students interest in reading activity.

The three actions above were use with the language games. The actions were facilitating the use of language games. It was expected that the students could be easily to memorizing difficult word and the students would be interested in reading English text. Besides that, it was also make good classroom atmosphere and effective learning.

The implementation of the first action used reading steps. It was expected to make teaching and learning reading more effective. The students would be easier to understand and comprehend the text. The second action was creating interesting learning media to support students understanding new vocabulary and difficult words from the texts. Using pictures was chosen as one of interesting media. The using of pictures could help to understand and memorize difficult word and new vocabulary. Pictures also attract students' enthusiasm in joining teaching and learning process. The last action was

providing various reading text. These were used to attract the students' to be interested.

The researcher planned the course grid and lesson plan before the action. In each meeting of the first cycle, using different course grid and the following tables shows the course grid of the teaching and learning process.

Table 6. The Course Grid of the Teaching and Learning Process of Reading of Cycle One

No	Learning Goal	Materials	Task	Media	Meeting
1.	Students are able to: 1. recognize clothes word 2. recognize written form of clothes 3. read aloud the words and sentences correctly 4. find the details information in the text	Topic: Color and cloth	1. Can you find the hidden words! 2. Read and color 3. Complete the text based on the picture given.	Pictures, Picture cards, flashcards Students' worksheet Game	December, 9 th 2013
2.	• Students are able to:	Topic: Things in the library	1. Circle the correct one 2. Please, number the pictures 3.	• Pictures of things in the library • Students' worksheet • Card game	December, 16 th 2013

(Appendix A, 86-87)

2. Action and Observation

Because of limited of the time the action were carried out two times; on, 3th and 10th February 2014. In each meeting, a game accompanied by the others actions that supported the game roles in improving reading

comprehension. The main problems in the cycle were about the learning material, media and teaching technique. After discussing those problems with English teacher, the researcher and the English teacher decide to use language game in the teaching learning process.

In the first cycle the researcher use board game and card game. She is not only decides to use board game and card game but also combined it with the other actions. The other actions were presented below:

- e. Using the proper steps of teaching reading
- f. Creating interesting learning media to the students' in understanding the difficult words in the text,
- g. Providing various reading text to give more chance for the students in practicing reading.

The three actions above were use with the language games. The actions were facilitating the use of language games. It was expected that the students could be easily to memorizing difficult word and the students would be interested in reading English text. Besides that, it was also make good classroom atmosphere and effective learning.

The implementation of the first action used proper reading steps. It was expected to make teaching and learning reading more effective. The students would be easier to understand and comprehend the text. The second action was creating interesting learning media to support students understanding new vocabulary and difficult words from the texts. Using pictures was chosen as

one of interesting media. The using of pictures could help to understand and memorize difficult word and new vocabulary. Pictures also attract students' enthusiasm in joining teaching and learning process. The last action was providing various reading text. These were used to attract the students' to be interested.

In the first meeting, on 3th February, 2014 the teacher gives three texts about cloth. In the pre reading activity, the teacher gave some questions related to the students' knowledge and experiences, and the pictures. The teacher guided the students to answer the questions orally. Then the teacher asked the students read the text in pairs, the students were enthusiastic. One student said, “bu, gambarnya lucu-lucu?” and then the teacher answered “do you like it?.” “yess.....”

After that, in the while reading activity, the students were expected to find the general information and grammar structure of the text. While the students were reading the text, the teacher asked them to practice guessing that was predicting the meaning of unfamiliar words in the text. The teacher only asked the students to get the meaning by looking at the contexts in the sentences. (Appendix B, Interview 8-9)

<p>P: Tadi kan sudah belajar dengan gambar bagaimana prediksi kata-kata sulitnya, kamu bisa gag? (<i>We have studied with the pictures. How about predicting the difficult words, can you do that?</i>)</p> <p>S4: Bisa (<i>Yes, I can</i>)</p>

(Appendix C, Interview 5)

From the conversation above, it could be concluded that the students were interested in reading and answer the question of the text although some of them could not answer the text well. At least, the students had tried to find information from the text.

The students were gave three text, every texts could be read aloud, in pairs and in groups. In every text, the teacher asks the students to find general information, grammar structure, difficult words, and detail information of the text. The teacher provides pictures in the text; it would be help students understand. The researcher gave guessing games to revise students' vocabulary. To reduce the difficult level of the game, the researcher allowed them to work in pairs. The students looked very enthusiastic to finish the game. Then, they have discussed the last text. In the last of the meeting, the teacher asks the students play a board game. It helps them to comprehend the text and to memorize the difficult words.

In the second meeting, 16th 2013 the teacher gave three texts about things in the library. The teacher asks the students to find about things in the library. In the pre reading activity, the teacher gave some questions related to the students' knowledge and experiences, and the pictures. The teacher guided the students to answer the questions orally. Then the teacher asked the students read the text in pairs, the students were enthusiastic. The teacher explained the linguistic features of the descriptive texts such as the generic structures and the language features. The teacher wrote the generic structures and language features of descriptive texts. The teacher explained the use of modals especially

can and may. For checking the students' understanding of the structure, the teacher asked the students to do the exercise from the handout.

Then, the students were asked to do the tasks from the handout in groups. They had to do the group solving text worksheet. The students could discuss together to share the ideas. The teacher asks the students to present the discussion. (Appendix D, Field Note 5)

T: Which group will start first? (karena tidak ada kelompok yang tunjuk jari, peneliti menunjuk kelompok yang duduknya tepat persis dihadapan meja guru). (*There were no group raising hands so the teacher appointed the group in front of teacher's table*)

T: Class, listen to this group, please?

Ss: Mulai nomer satu Miss. (*Number one, Miss*)

T: Yes

Ss:

T: Everybody agreed with this group for question number one?

Ss: Yesss...

(Appendix D, Field Note 5)

In the discussion, the students were talkative to express their answers. Although they did not give correct clues, they had done the discussion well. Some students used Indonesian to answer the questions because they did not know English well.

In the second task, the students were asked to do Task two that was vocabulary matching. They play matching games in doing task two. They matched the words with the correct pictures. (Appendix D, Field Note 5)

Peneliti menugaskan siswa untuk menjodohkan beberapa kata yang diambil dari teks untuk dipasangkan pada gambar yang tepat. (*The researcher asked the students to match some words that were chosen from the text to be matched with the right pictures*).

(Appendix D, Field Note 5)

The vocabulary matching could improve the students' understanding of the difficult words. By giving the vocabulary matching, the students were interested and motivated in doing the tasks. They are doing the games in a group. It help them to share and working together.

The third task was about sentence structure of modals. Although the students were able to do the tasks, they still felt confused with modals sentence

P: Kalau Miss jelasinnya kalimat pakai modals tadi? (*How about my explanation about modals?*)

S: Masih bingung sih. (*Little bit confused*)

P: Tadi kenapa gak tanya? (*Why did you not ask?*)

S: Ya kalau tadi lumayan bisa Miss. (*I have already known it, Miss*)

(Appendix D, Field Note 5)

As the last activity, the teacher asked the students to find the information and put a tick on the statement from the text they have read before. The teacher let the students present their works. The teacher guided the students to answer the questions. The students did well in answering each question but when the question was about the modals, the students were not able to answer. (Appendix D, Field Note 5).

Peneliti meminta untuk membaca text dan membantu siswa yang kesulitan.
 P : bagaiman dengan yang nomor 3? (how about number 3?)
 S : bingung miss..(I have confused miss)
 P : coba lihat text dan lihat kalimat ketiga) (please, read the text. Find the third sentences)
 S : ya, dapat miss!(I got it)

(Appendix D, Field Note 5)

The last of the meeting the teacher divide the students in six groups. They were play games again. They were play card games. The students were active to do the game. It helps to memorizing the vocabulary and to make students easier to understand about modal sentences.

3. Reflection

After conducting three actions in the first cycle, the researcher did some reflections. It was done based on the observation in the teaching and learning process, the students' opinion and the English teacher's opinion. From the implementation above, it could be classified into two main results. They were successes and failures that would be described as follows:

1. The use of language games with reading tasks and interesting media was quite good. The students were interested in reading the text. Automatically, it built the students' enthusiasm to finish reading it. The students could also do the task well.
 (Appendix B, Interview)

P: Kalau tadi ngerjain Tasknya bisa kan? (*Can you do the task?*)
 S: Bisa kok Miss. (*Yes, I can, Miss*)
 Trus kan uda dua kali pakai text gambar dan game , menurut kamu gimana?
 (*How about using picture text and game ?*)
 S: Ya Bagus kok Miss. (*That's good Miss. Aku mudeng(I am understand the text)*)
 P: Kamu seneng bacanya gag? (*Are you interested in them?*)
 P: Lumayan seneng. (*I was quite interested*)
 (Appendix B, Interview 6)

2. The use of interesting learning media to support the students in understanding the difficult words was appropriate.. The students became enthusiastic in learning reading because they were provided by pictures of some difficult words from the texts. The students were also happy with the colorful pictures. (Appendix B, Interview 14)

P: Kalau gambar-gambar tadi menarik gag? (*Were the pictures interesting?*)
 S: Iya. (*Yes*)
 P: Membantu gag memahami kata-kata? (*Did those help you to understand the story?*)
 S: Lumayan (*I quite understood*)
 (Appendix B, Interview 5)

3. The use of steps of teaching reading was clearly distinguished in every step of conducting the activity for the students. The teacher's steps of teaching reading with the materials given were understandable to the students. .The students seemed to understand better and be enthusiastic in reading texts from the tasks given by the teacher. (Appendix B, Interview 6)

P: Oke. Miss mau tanya tadi menurut kamu Miss evi ngajarnya gimana? (*What do you think about my teaching?*)

S: Em....enak...enak. asik,, apa ya...santai gitu. (*That's good*). Nyanyi tadi enak miss(*I like singing the song miss*). Aku suka gamenya(*I like the game*)

P: Penyampaiannya materi, kamu ngerti gag? (*How about my explanation?*)

S: Lumayan lah bisa, ngerti gitulah. (*It can be understood*)

(Appendix B, Interview 13)

4. Finding of Cycle 1

After doing the reflections, the researcher concluded some points as follows:

1. The use of various tasks was good to vary the activities and make the students involved in the classroom activity. The students looked active and enthusiastic to do the tasks in the handout and joined every activity in the classroom. However, there were some students members who only did the task while the others were cheating. Consequently, they did not really understand what they should do when the teacher asked them. In addition to this, the class situation was fairly crowded and noisy.
2. The use of language games combined with reading tasks was good to make the students interested in the story. The students were enthusiastic to read the text. In addition, the text was simple and did not take long time for them to read the text.
3. The use of pictures was suitable to attract the students' attention. The teacher used some pictures to make the texts

understandable. The students seemed enthusiastic to understand the vocabulary from the pictures. However, there were some pictures stuck on the whiteboard which were not really clear for some students. Therefore, they came to the front of the class to see the pictures more closely.

4. The use of proper steps of teaching reading was successful in making the students understand every activity conducted during the teaching learning process. They were helped to understand the text well so that they became enthusiastic in joining the class activities.

C. Report Cycle II

1. Planning

In the first cycle the researcher use board game, card game and memorizing game. She not only decides those games to use but also combined it with the other actions. From the first cycle the researcher and the English teacher identified failures in that cycle. First, the flash cards used were not big enough for the students. The pictures were not seen from the back row. The students had to come in front of the class to see the picture closely. Secondly, group work does not appropriately conducted because the class becomes crowded and noisy. Some students only chatted from the other group.

From the failures found in cycle one, the researcher and the English teacher decide to discuss some action to make an improvement. They agreed to use some actions which could improve the failures from cycle one. There were some actions that were still used from cycle one in cycle two. The actions are as follows:

1. Using memory game, board game and card game.
2. Using step in teaching reading to make students pay attention to the teacher explanation
3. Make a different group work. It is to minimalized students' cheat to the other.
4. Providing big picture to attract students' attention and to maintain their understanding of vocabulary

The second cycle also consisted of two meetings. They were done on March 3th and March 10th 2014. The following table shows the course grid of the teaching and learning process.

Table 6. The Course Grid of the Teaching and Learning Process of Reading in Cycle Two

No	Learning goal	Materials	Tasks	Media	meeting
1.	Students are able:	<u>Topic:</u> profession and work place		Pictures game	March 3 th , 2014
2	Students are able to:	<u>Topic:</u> Recent activity		Pictures Games worksheet	March,

(Appendix A, 88-90)

2. Action and Observation

In the first meeting on March 3th, 2014 the students give three texts, each texts have different content. In the warming up activity, the teacher asked the students some questions to be answered orally. It helped the students to know what the text would be about. After that the students did some vocabulary filling in order to understand the difficult words before reading the text.

In the while teaching, the teacher asked the students to read the first text. The students were able to comprehend the text because they had already known some difficult words. The students were also more interested in reading the text because the text provided with a picture. (Appendix B, Interview 24)

P: teksnya lebih suka yang kemaren apa sekarang? (*What is the most interesting text?*)

S: Aku lebih suka yang ini tadi miss. (*I prefer the text one, Miss*)

P: Kenapa? (*Why?*)

S: banyak gambarnya yang ini. (*It's more pictures*). Mudah di pahami miss. (it is more understandable).

(Appendix B, Interview 7)

The students realized that more pictures were more understanding and built their curiosity to read. Consequently, they were more enthusiastic in reading text.

The teacher reminded the students about the use of modal sentences. In this meeting the teacher explained present tense. The students were not able to understand the present tense sentences yet

although, when the teacher asked the students about the pattern, some students answered correctly. (Appendix A, Field Note 6)

Peneliti kembali mengingatkan siswa tentang kalimat modal, ketika peneliti menanyakan tentang pola kalimat, para siswa melihat dalam catatan dan menyebutkan pola modal. (*The researcher reminded the students of the pattern of modal sentences, the students opened their book and mentioned the pattern*)

T: Did you still remember what the pattern of modal is?

Ss: S + Can + V I and S + May + V I

(Appendix D, Field Note 6)

Some of the students remembered the pattern of past perfect while some of them looked at their book. Drilling the students was needed to remind the students of what had they learned before.

The teacher asked the students to read the second text. It is about profession. The teacher asked the students to do find me game. They should find some vocabulary in the box. They work in pairs with their friends. After they have found the vocabulary, they should find the meaning of the difficult words before they had a reading activity. The vocabulary exercises were given to equip the students' vocabulary mastery in comprehending the text. They also asked to find the grammar structure of the text. The students were more able to understand the text when they knew the difficult words before they read the text. The students became more serious in reading the texts.

The next task was asking the students to correct the word with the correct pattern. The teacher discussed the task together. The teacher found some students who made mistakes. Finally, the teacher explained present tense again. (Appendix D, Field Note 6)

Peneliti mengontrol tugas siswa, beberapa siswa menanyakan kepada peneliti tentang mengubah kata jadi patern present mereka. peneliti masih menemukan beberapa kesalahan pada kata yang dikerjakan oleh para siswa. Alhasil, peneliti menjelaskan kembali di hadapan siswa yang bertanya. *(The researcher controlled the students' work. There were some students asking to the researcher about present tense sentences. The researcher still found some mistakes on the sentences they made. Then, the researcher explained the use of present tense again in front of the students)*

(Appendix D, Field Note 6)

The next task given by the teachers was answering comprehension questions. The students did the task in pairs. The teacher did not implement the group work anymore in the second cycle. Although the group work was successfully conducted in avoiding the students' boredom to join the classroom activities, the teacher conducted different ways to minimize the noise in the classroom. (Appendix B, Interview 8)

P: Kalau kemarin kan kerja kelompok, kalau sama kerja pasangan tadi suka yang mana? *(Which one did you prefer? A group work or pair work?)*

S: Jujur ya mbak. Aku suka kerja berdua. *(To be honest Miss. I prefer to work in pairs)*

P: memangnya kenapa? *(Why?)*

S: Habis kalau kerja kelompok cuma aku yang ngerjain, terus ramai juga cuma pada ngobrol jadi ya enakan sama temen sebangku. *(When we did a group work, it's only me who did the task. Besides, it became noisy and they just had a chat so it would be better to do it in pairs)*

(Appendix B, Interview 26)

Then the researcher asks the students to do the card game. They are really enthusiastic. After giving the role, the students work in a group work.

In the second meeting on March 10th, 2014, the teacher gave the new topic about recent activity. The researcher provides bigger

pictures. The students were interesting on it. In the warming up activity, the teacher asked the students some questions to be answered orally. It helped the students to know what the text would be about. After that the students did some vocabulary filling in order to understand the difficult words before reading the text.

Then the researcher asks the students to read the text. They were observed the vocabulary, grammar structure and detail information of the text. In this meeting the teacher explained present continuous tense. The students were not able to understand the present continuous sentences yet. The teacher explains it again.

Then the teacher asked the students about their understanding of the text. After discussing the text together, the teacher asked the students to do the comprehension question task.

The teacher asked the students to write correct sentences of continuous tense. Most of them were able to correct the sentences based on the right pattern. (Appendix B, Interview 27-28).

P: Tadi disuruh membenarkan kalimat bisa gag? (*Could you correct the continuous sentences?*)

S: Bisa. (*Yes, I could*)

P: Mudah ya? (*Is that easy?*)

S: Ya lumayan. (*That's quite easy*)

(Appendix B, Interview 27)

Then the students asked to read the third text. They were more interest. The text provides with more colorful pictures. Then the students do the comprehension task. (Appendix D, field note 7)

P: Sekarang baca text 3. Lalu baca kalimat statement dibawahnya berikan tanda yang kalimatnya benar ya. (*now, read the third text. Then put a thick on the right statement*)

S : Ya, miss. (*Yes, miss*)

(Appendix D, field note 7)

The last activity, the students do the card game. They like to do the game because they were more pictures and they work in groups. They have more opportunities to read when they were doing the game. Card games provided picture and sentences so that they more easier to comprehend the text and sentences in the game.

Discussing the difficult words before reading the text was quite helpful to make the students understand what the text was about. Although it took more time to explain the difficult words before reading, at least, the students were able to comprehend the text well. Providing bigger and colorful pictures also help students understanding of the text and the topic.

3. Reflection

After conducting two actions in the second cycle, the researcher did some reflections. It was done based on the observation in the teaching and learning process, the students' opinion and the English teacher's opinion. The results of the implementation would be described as follows:

1. Using memory game, board game and card game more attract students enthusiastic in teaching and learning process. The

always waiting for the game. Games also help students more active in joining the class.

2. Using step in teaching reading to make students pay attention to the teacher explanation. It helps to make students more understand.
3. Make a different group work. It is to minimalized students' cheat to the other. Pair works more appropriate to manage the class. the students also more comfortable in doing the task with their friend.
4. Providing big picture to attract students' attention and to maintain their understanding of vocabulary. The students were helped to remember some difficult words from the texts by showing them pictures. Besides, giving the students good models or gestures as the examples of the difficult words was more helpful in understanding the story. (Appendix B, Interview 35)

P: kalau Miss jelasinya kata-kata sulit bisa dipahami gag pakai gambar? (*Could you understand when I explained about the difficult words by showing pictures?*)

S: Lumayan bisa kok. (***I quite understand***).

(Appendix B, Interview 10)

4. Finding cycle II

After doing the reflections, the researcher concluded some points as follows:

1. Giving various reading tasks was really good to create communicative reading activities in the classroom. The students became active and involved in the activities conducted in the class. Their boredom was minimized because the activities were attracting and varied. The students seemed to be enthusiastic with the various reading activities.
2. Board game, card game, and memory game is more interesting and challenging. The students were really engaged and interested in the activity. The students were more curious to read the text and understand the difficult word.
3. The use of pictures of the difficult words was attracted the students' attention and to maintain their understanding of the difficult words easily. The use of big and colorful pictures was successful to make the students enthusiastic and pay attention to the teacher's explanation about the materials.
4. The using of the steps of teaching reading was really successful to create a meaningful step of reading teaching and learning process in the classroom. The students were engaged and involved in every activity conducted in every step. The students were easier to comprehend the text.

D. General Finding of the Research

This subchapter describes important matters concerning the general summary of Cycle 1 and Cycle 2 of the action research. It has been stated before that this research is aimed to generate the students' enthusiasm in the reading practices by using language game. Based on the findings in cycle 1 and cycle 2, the general findings would be stated as follows:

1. The use of reading tasks was believed to be made the students active and motivated in the reading activity. Giving various reading tasks facilitate the students to comprehend the texts in different ways. The various reading tasks made the students get involved in the classroom activities..
2. Language games were suitable for generating the students' enthusiasm to join in classroom activity. The use of language games needed to be varied to maintain and to keep the students motivation and enthusiasm to read and to overcome the problem in understanding the text.
3. Group work could be selected to make students cooperate with each other and created joyful reading activities in the class. The students were more enthusiastic to do the tasks together with their friends. The teacher could easily control the students' work and automatically it built the students' awareness in completing the tasks.
4. The use of steps of teaching reading was believed to clear up each activity conducted in the class. It was easy for the teacher to deliver the material. The students also understood what lessons they got from their teacher. Consequently, they would be more interested and enthusiastic to join the classroom activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This research is aimed at improving students' reading comprehensions skill through language games of fifth grade of MI AL ISLAM Tempel academic year of 2013/2014. The actions which were carried out in two cycles were effective in improving the students' awareness on their own reading comprehension, motivation, self-confidence, and vocabulary.

There were four games applied in this study. Two games applied in cycle 1 and two others acted in cycle 2. Games applied in cycle 1 were board game and memory card games. The games applied in cycle 2 were matching card game and drawing games.

There are some changes occurring as a result of the actions: (1) the English teaching and learning processes, (2) the students, and (3) the English teachers. These changes are presented as follows:

1) The changes to reading class

Before the implementation of the actions the class activities were also monotonous. Having the actions, language games could build positive classroom atmosphere and effective teaching learning process. The students were motivated to read the text because they want to find the clue of the game.

2) The Changes Happening to the Students

Before implementation of the actions, the students used to be silent and passive. As the class activities were monotonous, the students got bored easily so that they used to be noisy and did something irrelevant to the lesson. Using games as the class activities, the students felt a new atmosphere in the study. Using language games could help students memorize the vocabulary and also attract students' interest in joining class activity. The students made some improvement in reading comprehension. They were more confident to read and to be more active in doing reading task.

3) The Changes Happening to the Teacher

In this study, the teacher acted as an observer. Before the action, the teacher rarely used the teaching media to maintain the students' attention to follow the learning activities actively. Even, she always used the monotonous teaching technique, such as always used LKS (students' worksheet exercise). After the action, in relation to the English teaching, some efforts had improved her knowledge and experience on how to teach English for children, the teacher showed her great appreciation on the efforts to improve the students' reading comprehension. She was also eager to know more about how to apply games in the classroom.

B. Implications

The research finding showed that the students reading comprehension improved. Comparing the students' reading comprehension in the previous condition, the students reading comprehension of the grade five of MI Al Islam Tempel getting better. It implied that the students' reading comprehension could be improved through the following actions:

1. Using language games
2. Providing various reading task and materials
3. Providing pictures and various media
4. Using suitable reading steps for the students

By implementing the actions, there were some improvements such as the following:

1. Providing various reading task could make students get involved actively in reading activity.
2. Applying language games could make students more active and interest in joining the class.
3. The students could easily understand the text from the pictures. Students were more pay attention on the teacher explanation. attract students' attention in teaching learning process. It also help students understanding of the text.

4. Using suitable reading steps help students to be aware of importance learning reading and mastering reading skills. It could help students to comprehend the text. The implication is that steps reading could use by the teacher to solve students' problem in comprehend the text.

C. Suggestions

Based on the conclusions and implications of the research, some suggestions are conferred to the students, the English teachers of the fifth grade of MI Al Islam Tempel, and other researchers.

1. The Students

In relation to the development of the students' reading comprehension, it will be better for them to practice independence reading, such as at home. Students also can make their own reading opportunities. It is also necessary for them to improve their vocabulary mastery and grammatical competence independently.

2. The English Teacher

The English teacher needs to try to apply more fun activities in the teaching and learning process. She also can improve of using various media and materials; it could attract student attention, interest and make them involved in class activity.

3. Other Researcher

This research is mainly focused in how language games can be applied to improve students' reading comprehension. There are still

many problems in this field, which are not yet solved. This study may be used as one of reading resource before the researcher to do an action research related to the development of students' reading comprehension.

REFERENCES

- Brewster, J., Ellis, G., and Girard, D. 2002. *The Primary English Teacher's Guide*. London: Penguin English.
- Brown, H.D.(2001). *Teaching By Principle: An Interactive Approach to language Pedagogy*. San Fransisco State University. Longman.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- , 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- Cameron, L. (2001). *Teaching Language to Young Learner*. Cambridge University Press.
- FBS-UNY. (2002). *Panduan Tugas Akhir*. Yogyakarta:UNY Press.
- Hadfield, Jill. 1990. *Intermediate Communicative Game*. Essex: Addison Wesley Longman Ltd
- Halliwell, S. 1992. *Teaching English in the Primary Classroom*. London: Longman
- Hudelson, S. (1991) *Teaching Children*. Teacher Development. Washington. England language Program Division.
- Mc Niff, J. (1988). *Action Research: Principle and Practice*. USA and Canada. Mc Millan Education Ltd.
- Rivers, Wilga, M. (1998) *Teaching Foreign Language*. University of Chicago Pess.

- Anderson, N.2003. Reading. In D. Nunan(ed), *Practical English Language Teaching*. New York, NY: McGraw-Hill,67-86.
- Pinter, Annamaria. 2006. *Teaching Young Language Learner*. China: Oxford University Press
- Paul, D. 2003. *Teaching English to Children in Asia*. Hong Kong, PRC:longman Asia ELT.
- Scot, W. A., and Ytreberg, L. H. 2004. *Teaching English to Children*. New York: Longman.
- TOMILINSON, C.A.1999. *The Differentiated Classroom: Responding to the Needs of All Learner*. Alexandria, VA:ASCD.

APPENDICES

A. COURSE GRID

B. LESSON PLANS

C. INTERVIEW TRANSCRIPTS

D. FIELD NOTE

E. MEDIA & MATERIALS


F. PHOTOGRAPHS


G. OBSERVATION


CHECKLIST & INTERVIEW


GUIDE LINE

THE COURSE GRID OF GRADE FIVE OF MI AL ISLAM TEMPEL

Basic Competency	Learning Materials	Indicators	Learning Activities				Meeting	Teaching aids
			BKOF	MOT	JCOT	ICOT		
Reading 7.1 Membaca <i>nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana</i> 7.2 Memahami <i>kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana dengan tepat dan berterima</i>	Topic: Colour and cloth Text input: Hello, my name is Aman. I am ten years old. I want to go to my classmate birthday, Ninda. She has birthday party today. Look! I wear my new red shirt and my black trousers. I also wear my blue hat; I wear it to protect my hair from the sun light. I also wear my brown jacket, it is cold outside. I like to wear my shoes, it is look nice. Key vocabulary: Colour, cloth, purple, use. Key structure: Use of simple present tense	Students are able to: 1. Recognize clothes word 2. Recognize written form of clothes 3. Read aloud the words and sentences correctly 4. Find the details information in the text.	<ul style="list-style-type: none"> Whole class discussion (the teacher and students start to discuss their experience dealing with cloth and color) 	<ul style="list-style-type: none"> Presentation of the text through flash card Silent reading activity Identifying the characteristics of the text Identifying vocabulary of the text 	<ul style="list-style-type: none"> Construction of text (pair work) Group work activity (information gap activity) Peer class discussion 	<ul style="list-style-type: none"> Individual comprehension activity : performing task, matching activities and open-ended questions 	2 × 35'	Pictures, Picture cards, flashcards Students' worksheet game

<p>Reading 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana</p> <p>7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana dengan tepat dan berterima</p>	<p>Topic: Things in the library</p> <p>Input text: My name is Syifa. I am student of Nusa Bakti Elementary School. My school has a big library. There are many books, such as novel, comics, history books, references and many more. The librarian will help you to find a book. We can read many books in the library. You can use a library card when you want to borrow a book from the library.</p> <p>Key vocabulary: Book, bookshelf, librarian, borrow, return, library card, reader, library newspaper,.</p> <p>Key structure: Can + V1 May + V1 Example: May I borrow reference book?</p> <p>I can find many books in the library.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Recognize library words. • Recognize things in the library. • Read aloud the word and sentences correctly. • to find details information of the text. 	<ul style="list-style-type: none"> • Whole class discussion (the teacher and students start to discuss their experience dealing with things in the library) 	<ul style="list-style-type: none"> • The teacher presents the text through trough flash card • Silent reading activity • Students identifying the characteristics of the text • Students identifying the content of the text (the text tells about) • Students identifying structure of the text • Students identifying new vocabulary of the text 	<ul style="list-style-type: none"> • The teacher divide the students into 6 groups • Identifying content of the text • Identifying generic structure of the text • Identifying vocabulary of the text • Information gap activity • Construction of the text • Peer discussion 	<ul style="list-style-type: none"> • Individual comprehension activities: sequencing pictures, matching activities, open-ended activities 	<p>2 × 35'</p>	<ul style="list-style-type: none"> • Pictures of things in the library • Students' worksheet • Card game
<p>Reading 7.1 Membaca nyaring dengan ucapan, tekanan, dan</p>	<p>Topic: Profession</p> <p>Input text: Hello friends! My name is Andara. I am</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Recognize profession words. • To name 	<ul style="list-style-type: none"> • Whole class discussion (the teacher and students start to discuss their 	<ul style="list-style-type: none"> • The teacher presents the text through trough flash card • Silent reading activity 	<ul style="list-style-type: none"> • The teacher divide the students into 6 groups • Identifying content of the 	<ul style="list-style-type: none"> • Individual comprehension activities: sequencing pictures, matching activities 	<p>2 × 35'</p>	<ul style="list-style-type: none"> • Pictures profession and work place • Big flash cards

<p><i>intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana</i></p> <p>7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana dengan tepat dan berterima</p>	<p>students of the fifth class in Budhi Bakti Elementary school. I want to be a doctor. A doctor works in the hospital. He helps the patients get well. The nurse helps the doctor in handling the patients.</p> <p>Key vocabulary: Teacher, nurse, farmer, driver, doctor, policeman, pilot, carpenter, sailorman.</p> <p>The workplaces: school, hospital, rice field, bus station, street, airport, sea.</p> <p>Key structure: Use of simple present tense S + to be (is, am, are) + object WH-Question: What + to be (is, am, are) + object?</p>	<p>profession and work place</p> <ul style="list-style-type: none"> • Students are able to match professions with the suitable workplaces (based on pictures) • Read aloud the word and sentences correctly. • to find details information of the text. 	<p>experience dealing with profession and work place)</p> 	<ul style="list-style-type: none"> • Students identifying the characteristics of the text • Students identifying the content of the text (the text tells about) • Students identifying structure of the text • Students identifying new vocabulary of the text 	<p>text</p> <ul style="list-style-type: none"> • Identifying generic structure of the text • Identifying vocabulary of the text • Information gap activity • Construction of the text • Peer discussion 			<ul style="list-style-type: none"> • Students' worksheet • Game (board game)
<p>Reading</p> <p>7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan:</p>	<p>Topic: Recent activities (What are they doing) Input text: Hello, my name is Delia. This is Sunday morning. I am helping my mother in the</p>	<p>Students are able to:.</p> <ul style="list-style-type: none"> • Students are able to give information about recent activity • Read aloud the word and sentences 	<ul style="list-style-type: none"> • Whole class discussion (the teacher and students start to discuss their experience dealing with Recent activity 	<ul style="list-style-type: none"> • The teacher presents the text through trough flash card • Silent reading activity • Students identifying the characteristics of the text 	<ul style="list-style-type: none"> • The teacher divide the students into 6 groups • Identifying content of the text • Identifying generic structure of 	<ul style="list-style-type: none"> • Individual comprehension activities: performing a task, sequencing pictures, matching activities 	2 × 35'	<ul style="list-style-type: none"> • Pictures daily activity • Card board • Students' worksheet • Game

<p><i>kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana</i></p> <p>7.2 2Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana dengan tepat dan berterima</p>	<p>kitchen. My mother is cooking for my family. My sister and my father is in the garden. They are watering many flowers and plants in the garden. My brother is washing his bicycle. It is a busy day for us.</p> <p>Key vocabulary: Study, plant, wash, play, sweep, sleep, help, cook, etc.</p> <p>Key structure: WH-Question:</p> <p>What + to be (is, am, are) + object? Present Continuous: S + V-ing</p> <p>Example: What is ani doing?</p> <p>Mother is washing clothes</p>	<p>correctly.</p> <ul style="list-style-type: none"> • Recognize the recent activity in simple sentence. • to find details information of the text 		<ul style="list-style-type: none"> • Students identifying the content of the text (the text tells about) • Students identifying structure of the text • Students identifying new vocabulary of the text 	<p>the text</p> <ul style="list-style-type: none"> • Identifying vocabulary of the text • Information gap activity • Construction of the text • Peer discussion 			
---	---	--	--	---	---	--	--	--

LESSON PLAN

LESSON PLAN

School's name : MI AL-ISLAM TEMPEL
 Subject : English
 Class/Semester : V/II
 Theme : Color and clothe
 Aspek/skill : Speaking
 Time : 2 x 35 minutes

Standard of Competency:

7. Memahami tulisan bahasa inggris sangat sederhana dalam konteks sekolah.

Based Competency :

- 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.
- 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Indicators :

1. Recognize clothes word
2. Recognize written form of clothes
3. Read aloud the words and sentences correctly
4. Find the details information in the text.

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. Read the word about cloth and colour
2. Find the detail information from the text.

B. Learning material:**TEXT 1**

Hello, my name is Aman. I am ten years old. I want to go to my classmate birthday, Ninda. She has birthday party today. Look! I wear my new red shirt and my black trousers. I also wear my blue hat; I wear it to protect my hair from the sun light. I also wear my brown jacket, it is cold outside. I like to wear my shoes, it is look nice.

TEXT 2

I am Alinda. I am ten years old. I have a sister, her name is Kania. We are in the bedroom now. We are like to collect many cloths. We arrange our cloths in the wardrobe. There are many clothes in it. There are t-shirt, shirt, skirt, jacket, sweater, trousers, dress, shorts, gown, etc. my clothes are colourful. I like wear a blue t-shirt and white skirt. My sister likes to wear black trousers and purple shirt

TEXT 3

Hello, I am Gibran and I like clothes. I wear my favorite cloth black trousers, red shirt, white shoes and a pair of blue shocks. I have a sister. She wears an orange skirt and white shirt. She wears a brown sweater and scarf in the cold weather.

Key vocabulary:

- Clothes: cloth, wear, dress, gown, skirt, uniform, tie, shirt, skirt, t- shirt, hat, trousers, shorts,
- Color : red, blue, purple, pink, white, orange, green, yellow,

Key structure:

- S + wear/wears + O

Example:

Andi wears jacket to warm his body.

I wear a black skirt

C. Learning Activities :

1.Pre – Teaching

- a. The teacher greets students
- b. The teacher checks the attendance list.
- c. Teacher asks students some question related to today lesson.

2. While – teaching

a. BKOF

- Whole class discussion (the teacher and students start to discuss their experience dealing with profession and work place)
- The teacher asks about profession and work place
- The students tell their experience about daily activity

b. MOT

- The students are drilled by the teacher about the vocabulary of daily activity (by showing some pictures).
- The teacher drills the students to read aloud (based on the situation in the pictures that is showed by the teacher).
- The teacher ask the students to read the text
- The teacher gives explanation about the text.
- The teacher ask the students to identify the vocabulary

c. JCOT

- The teacher divide the students into 6 groups
- The teacher distribute a new text
- The teacher ask the students to read the text
- The teacher ask about vocabulary related to the text
- The teacher ask students to identify the grammar structure
- The teacher divide the students into 6 groups
- Construction of text (pair work)
- Group work activity (information gap activity)
- Peer class discussion

d. ICOT

- The teacher distributes new text
- The students doing individual comprehension: sequencing pictures, numbering, answering questions
- The teacher divide the students into 6 groups
- The students doing the “Relay Dress Game” .

3.Post – Teaching (1X 5 minutes)

- Asking the students’ difficulties during the teaching learning process.
- Summarizing the materials.
- Reflection about the lesson
- Closing the lesson.
- Leave taking

D. Assessment

1. Reading performance

No	Indicators	Form	Example
1	Recognize the words and written form of cloth and color	Written text	Can you find all the hidden words search?
2	able to identify general information	Written text	Read and color!
3	able to identify details information	Written text	Complete text based on the picture given.

2. Game

Relay Dress Game

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids
Media: Pictures, Flashcards, board card,

Mengetahui,

Yogyakarta,

English teacher

Student

JUMIYATI, S. Pd

Evi Wulan Sarah



LESSON PROPER

Read the text carefully!

I am Alinda. I am ten years old. I have a sister, her name is Kania. We are like to collect many cloths. We arrange our cloths in the wardrobe. There are many clothes in it. There are t-shirt, shirt, skirt, jacket, sweater, trousers, dress, shorts, gown, etc. My clothes are colorful. I like wear a blue t-shirt and white skirt. My sister likes to wear black trousers and purple shirt

Observe the picture then read the words aloud!

 Shirt	 T-shirt	 Skirt	 Jeans	 Shorts
 Jacket	 Tie	 Dress	 Shoes	 Gown
 Veil	 Coat	 Trousers	 Belt	 Shoes

Task 1

Can you find all the hidden words in the words search? The word can go in

vertical  and horizontal .




C	B	E	L	T	M	L	V	E	I	L	B	C	O	A	T	S
S	S	V	W	Q	S	T	Y	D	R	E	S	S	A	R	T	H
K	S	O	H	K	C	I	S	K	T	S	H	I	R	T	R	O
I	H	O	A	T	A	S	H	O	J	T	S	O	E	U	O	E
R	I	O	T	O	R	E	O	S	E	N	H	O	E	N	U	S
T	R	O	U	S	F	A	C	R	A	F	I	T	E	I	S	O
R	T	W	T	I	E	M	K	N	N	G	R	E	E	F	E	K
G	O	W	N	E	A	R	S	H	S	O	T	E	I	O	R	L
S	W	E	A	T	E	R	K	S	H	O	R	T	S	R	I	L


Belt	Gown
T-shirt	Shoes
Shorts	Skirt
Jacket	Hat
Sweater	Tie
Shocks	Shirt
Dress	Uniform
Scarf	Veil
Coat	Jeans

Task 2

Complete the text based on the picture given!

Hello my name is Danar and I like clothes.

I wear my favorite clothes, , a blue , , and a pair

of  . I have a sister, Mia. She also has a favourite clothes. She wears purple

, a white  and a white  She also wears a black



LESSON PLAN

School's name : MI AL-ISLAM TEMPEL
 Subject : English
 Class/Semester : V/II
 Theme : public notices and direction
 Aspek/skill : Reading
 Time : 2 x 35 minutes

Standard of Competency:

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Based Competency :

- 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.
- 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Indicators :

Students are able to:

- recognize library words.
- Recognize things in the library.
- Read aloud the word and sentences correctly.
- to find details information of the text

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. Read the word about in the library
2. Find the detail information from the text.

B. Learning material:

Text1:



My name is Syifa. I am student of Nusa Bakti Elementary School. My school has a big library. There are many books, such as novel, comics, history books, references and many more. The librarian will help you to find a book. We can read many books in the library. You can use a library card when you want to borrow a book from the library.

TEXT 2

My name is Shinta. I like reading very much. Reading can enrich my knowledge. I usually read encyclopedias and novels. I read the book in the library. I can borrow some books. I must use my library card. The librarian will keep my library card until I return them. I will get fined if I return the book late.

TEXT 3

Nusa Bakti Elementary school has a big library. The library is on the left side of the school. There are many books such as history, novels, comics, magazine, newspaper, etc. There are many chairs and table arranged beside bookshelves. The librarian will help students to find the books. The librarian will use catalogue to know the list of books. Students must use a library card

Key Vocabulary:

Book, magazine, newspaper, dictionary, novel, catalogue, picture, bookshelf, librarian, borrow, fined,

Key structure:

Modals:

S+ can + V1

S + may + V1

Example:

May I borrow reference book?

I can find many books in the library.

C. Learning Activities :**1.Pre – Teaching**

- a. The teacher greets students

- b. The teacher checks the attendance list.
- c. Teacher asks students some question related to today lesson.

2. While – teaching

a. BKOF

- Whole class discussion (the teacher and students start to discuss their experience dealing with things in the library)
- The students tells their experience about things in the library

b. MOT

- The teacher presents the text through pictures
- The students do silent reading activity
- Identifying the characteristics of the text
- Identifying vocabulary of the text

c. JCOT

- The teacher divide the students into 6 groups
- The teacher distribute a new text
- Construction of text (pair work)
- Group work activity (information gap activity)
- Peer class discussion

d. ICOT

- The teacher distributes new text
- The students doing individual comprehension: sequencing pictures, numbering, answering questions.

3. Post – Teaching (1X 5 minutes)

- Asking the students' difficulties during the teaching learning process.
- Summarizing the materials.

- Reflection about the lesson
- Closing the lesson.
- Leave taking

D. Assessment

1. Reading performance

No	Indicators	Form	Example
1	Recognize the words and written form things in the library	Written text	Circle the correct one
2	able to identify vocabulary	Written text	Please, number the pictures!
3	able to identify generic structure	Written text	Please, match the following sentences with the pictures.
4	able to identify details information of the text	Written text	Please, put a thick on the statements below on what have you read before.

2. Game

Board Game

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.
2. Teaching learning aids
Media: Pictures, Flashcards, board card,

Mengetahui,

Yogyakarta,

English teacher

Student

Jumiyati, S. Pd

Evi Wulan Sarah



Lesson Proper

Read the text carefully!



My name is Syifa. I am student of Nusa Bakti Elementary School. My school has a big library. In the break time, I usually go to the library. There are many books, such as novel, comics, history books, references and many more. The books are arranged well in the bookshelves. The librarian will help you to find a book. We can read many books in the library. You can use a library card when you want to borrow a book from the library.

Observe the pictures and read aloud!



Library card



Librarian



Book shelf



Newspaper



Library



Books

Task 1

Circle the correct one!

1



This is my school / this is my school library

2



This is a cupboard / this is a bookshelf

3



He is a reader / he is a librarian

4



This is a library card / This is a drive license

5



This is books / This is a bookshelf

6



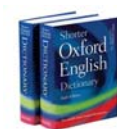
This is a newspaper / This is a magazine

7



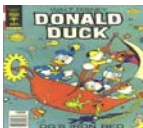
He is a librarian / He is a teacher

8



This is a dictionary / this is a novel

9



This is a reference book / This is a comic

10



This is a catalogue / This is a reference book

Task 2

In pairs, observe the picture and number the pictures!

			
.....
			
.....
			
.....

- | | |
|---------------------|-------------------|
| 1) A magazine | 7) A library card |
| 2) A bookshelf | 8) A reader |
| 3) A book | 9) A cupboard |
| 4) A newspaper | 10) A librarian |
| 5) A reference book | 11) A calendar |
| 6) A novel | 12) A comic book |

Task

Please, put a thick on the statements below on what have you read before.

Nusa Bakti Elementary school has a big library. The library is on the left side of the school. There are many books such as history, novels, comics, magazine, newspaper, etc. Students can read the books or bring them home. The librarian will help students to find the books. Students must use a library card when they want to borrow books from the library.

1. Nusa bakti has a big school	<input type="checkbox"/>
Nusa bakti has a big canteen	<input type="checkbox"/>
Nusa bakti has a big library	<input type="checkbox"/>
2. Students can read a book	<input type="checkbox"/>
The students can read the book or bring them home	<input type="checkbox"/>
The students cannot read the book.	<input type="checkbox"/>
3. There are many books in the library	<input type="checkbox"/>
There are many catalogues in the library	<input type="checkbox"/>
There are many students in the library.	<input type="checkbox"/>
4. The librarian will help students	<input type="checkbox"/>
The librarian will not help students	<input type="checkbox"/>
The librarian may help students	<input type="checkbox"/>
5. Students must use library card	<input type="checkbox"/>
Students must use book	<input type="checkbox"/>
Students must not use library card	<input type="checkbox"/>

LESSON PLAN

School's name : MI AL-ISLAM TEMPEL

Subject : English

Class/Semester : V/II

Theme : Profession

Aspect/skill : Reading

Time : 2 x 35 minutes

Standard of Competency:

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Based Competency :

- 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.

- 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Indicators : Students are able to:

- Recognize profession words.
- To name profession and work place
- Students are able to match professions with the suitable workplaces (based on pictures)
- to find details information of the text

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. Read the word about in the library
2. Find the detail information from the text.

B. Learning material:**TEXT 1**

I am Randi. I am ten years old. My father is a postman. He works in the post office. He is deliver letter to the receiver. My mother is a teacher. She works in school to teach students. My brother is a mechanic. He works in the workshop. He repairs the broken car.

TEXT 2

Mr. Sunarto is a farmer. He works in the rice field. He grows rice in the rice field. He has three children. Anjani the first daughter is a secretary. She works in the office. She sends letters and answer the telephone. Andi is a policeman. He works in the police office. He works in a street to maintain traffic. The last is Nana; she works at school to teach students in order to be smart.

TEXT 3



Hello friends! My name is Andara. I am students of the fifth class in Budhi Bakti Elementary school. I want to be a doctor. A doctor works in the hospital. He helps the patients get well. The nurse helps the doctor in handling the patients.

Key Vocabulary:

Profession	Secretary	school
Work	Soldier	Airplane
Work place	Policeman	Police office
Teacher	Postman	Post office
Doctor	Mechanic	Office
Nurse	Carpenter	Workshop
Pilot	Rice field	
Farmer	Hospital	

Key structure:

Simple Present Tense

Subject + to be (is, am, are) + Object

Subject + Verb I+ Object

WH-Question:

What + to be (is, am, are) + Object?

Example:

Mr. Amar is a pilot

What is Mrs. Ambar do? She is a tailor.

C. Learning Activities :

1.Pre – Teaching

- a. The teacher greets students
- b. The teacher checks the attendance list.
- c. Teacher asks students some question related to today lesson.

2.While – teaching

a. BKOF

- Whole class discussion (the teacher and students start to discuss their experience dealing with profession and work place)
- The teacher asks about profession and work place
- The students tells their experience about daily activity

b. MOT

- The students are drilled by the teacher about the vocabulary of daily activity (by showing some pictures).
- The teacher drills the students to read aloud (based on the situation in the pictures that is showed by the teacher).
- The teacher ask the students to read the text
- The teacher gives explanation about the text.
- The teacher ask the students to identify the vocabulary

c. JCOT

- The teacher distributes a new text
- The teacher ask the students to read the text
- The teacher ask about vocabulary related to the text

- The teacher ask students to identify the grammar structure
- The teacher divide the students into 6 groups
- Construction of text (pair work)
- Group work activity (information gap activity)
- Peer class discussion

d. ICOT

- The teacher distributes new text
- The students doing individual comprehension: sequencing pictures, numbering, answering questions

3.Post – Teaching (1X 5 minutes)

- Asking the students' difficulties during the teaching learning process.
- Summarizing the materials.
- Reflection about the lesson
- Closing the lesson.
- Leave taking

D. Assessment

1. Reading performance

No	Indicators	Form	Examples
1	Recognize the words and written form of profession and work place	Written text	Match the pictures with the correct profession.
2.	able to name profession and work place	Written text	Where do they work?
3	able to identify general information	Written text	Who is in the text?
4	able to identify the organization of the text	Written text	Please, rearrange these sentences to correct paragraph

2. Game

Board game

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.

2. Teaching learning aids

Media: Pictures, Flashcards, board card,

Mengetahui,

Yogyakarta,

English teacher

Student

Jumiyati, S. Pd

Evi Wulan Sara

I am a teacher



LESSON PROPER

TASK 1

Read the text carefully and then find the meaning of the words from the context! Discuss it with your friends next to you.

I am Randi. I am ten years old. My father is a postman. He works in the post office. He is deliver letter to the receiver. My mother is a teacher. She works in school to teach students. My brother is a mechanic. He works in the workshop. He repairs the car.

No	Words	Meaning
1.	Work	
2.	Postman	
3.	Teacher	
4.	Teach	
5.	Mechanic	
6.	Repair	
7.	Nurse	
8.	Help	

Task 2

Do you know who is he/she? Where does he/she work? Match the picture with the profession and workplace.

1.



A nurse



Rice field

2.



A chef



Hospital

3.



A mechanic



Kitchen

4.



A driver



Workshop

5.



Post office

6.



Bus station

7.



School

8.

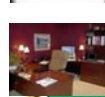
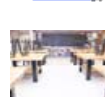


Police office

Task 3

Please, rearrange these sentences to correct the paragraph!

1. Andi is the third child, he is a policeman
2. He works in the rice field.
3. Anjani is the first daughter, she is a secretary
4. He grows rice in the rice field
5. He is in the street to maintain the traffic.
6. Mr. Sunarto is a farmer.
7. She sends letters and answer the telephone
8. She works at school to teach students in order to be smart
9. She works in the office.
10. Anna is the third child. She is a teacher



LESSON PLAN

School's name : MI AL-ISLAM TEMPEL
 Subject : English
 Class/Semester : V/II
 Theme : public notices and direction
 Aspek/skill : Reading
 Topic : Recent activity
 Time : 2 x 35 minutes

Standard of Competency:

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah.

Based Competency :

- 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana dan teks sangat sederhana.
- 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Indicators :

- Students are able to give information about recent activity
- Read aloud the word and sentences correctly.
- Recognize the recent activity in simple sentence
- to find details information of the text

A. Learning objective :

At the end of the teaching and learning process, students are expected to be able to:

1. Read the word about recent activity
2. Recognize recent activity in simple sentence
3. Find the detail information from the text.

B. Learning material:**TEXT 1**

Hello, my name is Delia. This is Sunday morning. I am helping my mother in the kitchen. My mother is cooking for my family. My sister and my father is in the garden. They are watering many flowers and plants in the garden. My brother is washing his bicycle. It is a busy day for us.

TEXT 2

This Saturday afternoon my family is doing many activities. My father is watching television in the living room. My mother is cooking fried noodle in the kitchen. My young sister is playing a doll in her room. My brother is reading a book in the terrace. I am sweeping the floor and mopping the floor.

TEXT 3

It is very nice weather today. The sun is shining brightly. My family is in the garden. My mother is watering flowers and plants. My brother is playing badminton with my father. My sister is drawing a picture. I am reading a book. I am reading a novel. Today is a great day.

Key vocabulary:

Wash, sleep, read, play, cook, draw, mop, sweep, shine, family, wash, eat, help, water, etc.

Key Structure:

- WH-Question:

WH + to be (is, am, are) + O

- Present Continuous Tense:

S + V-ing + O

Example:

Wanti is cooking in the kitchen.

What is Aman doing? He is washing car.

Karin is eating fried rice in the dining room.

C. Learning Activities :

1.Pre – Teaching

- a. The teacher greets students
- b. The teacher checks the attendance list.
- c. Teacher asks students some question related to today lesson.

2.While – teaching

a. BKOF

- Whole class discussion (the teacher and students start to discuss their experience dealing with profession and work place)
- The teacher asks about profession and work place
- The students tells their experience about daily activity

b. MOT

- Presentation of the text through flash card
- The students are drilled by the teacher about the vocabulary of daily activity (by showing some pictures).
- The teacher drills the students to read aloud (based on the situation in the pictures that is showed by the teacher
- Silent reading activity
- Identifying the characteristics of the text
- Identifying vocabulary of the text

c. JCOT

- The teacher distributes a new text
- The teacher ask the students to read the text
- The teacher ask about vocabulary related to the text

- The teacher ask students to identify the grammar structure
- The teacher divide the students into 6 groups
- Construction of text (pair work)
- Group work activity (information gap activity)
- Peer class discussion

d. ICOT

- The teacher distributes new text
- The students doing individual comprehension: sequencing pictures, numbering, answering question.

3.Post – Teaching (1X 5 minutes)

- Asking the students' difficulties during the teaching learning process.
- Summarizing the materials.
- Reflection about the lesson
- Closing the lesson.
- Leave taking

D. Assessment

1. Reading performance

No	Indicators	Form	Example
1	Recognize the words and written form of recent activity	Written text	Look at the picture and draw line.
2	able to identify general information	Written text	What did they do?
3	Able to identify the organization of the text	Written text	Write down what are they doing.

4	able to identify details information	Written text	Please, put a thick on the statements below on what have you read.
---	---	--------------	---

2. Game

Question and answer game

E. Learning source:

1. Mukarto, dkk. (2007). *Grow With English Book 5*. Jakarta: Penerbit Erlangga.

2. Teaching learning aids

Media: Pictures, Flashcards, board card,

Mengetahui,

Yogyakarta,

English teacher


Student


Jumiyati, S. Pd

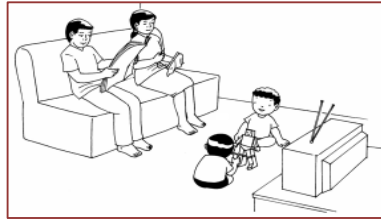
Evi Wulan Sarah

Task 1



What are they doing? Read the text and correct the word in the bracket!

Example: The  (help) the students to find the book.

The  is helping the students to find the book.




It is very nice weather today. The  (Shine) brightly. My family is in the

living room. My  (read) a newspaper. My  (sleep) in the

carpet. My (play) a doll. My  (wash) his bicycle in the

garage.. My  (cook) in the kitchen. She (make) some grill chicken

for dinner . I  (help) my mother in the kitchen. It is a nice day for us.

Task 2

Please, read the text and draw line!

1.



My sister is watering flowers
in the garden

2.



My mother is washing cloths

3.



Pandu and his father are
playing badminton

4.



Sandy is playing a toy car

5.



Andi is studying in his room

6.



I am eating a noodle in the
dining room

7.



Lana is watching television
with her sister.

8.



I am helping my mother in
the kitchen.

Task 3

Please, read the text! Put a tick on the statement below on what have u read before.

This Saturday afternoon my family is doing many activities. My father is watching television in the living room. My mother is cooking fried noodle in the kitchen. My young sister is playing a doll in her room. My brother is reading a book in the terrace. I am sweeping the floor and mopping the floor. I am helping my mother to clean our house.

- | | | |
|----|--|--------------------------|
| 1. | My family is doing many activities today | <input type="checkbox"/> |
| | My family is watching television | <input type="checkbox"/> |
| | My family is doing many sports today | <input type="checkbox"/> |
| 2. | My father is washing a car | <input type="checkbox"/> |
| | My father is reading a newspaper | <input type="checkbox"/> |
| | My father is watching television | <input type="checkbox"/> |
| 3. | My sister is reading a book | <input type="checkbox"/> |
| | My sister is playing a doll | <input type="checkbox"/> |
| | My sister is watering flowers | <input type="checkbox"/> |
| 4. | I am sweeping the floor | <input type="checkbox"/> |
| | I am sweeping the room | <input type="checkbox"/> |
| | I am cooking in the kitchen | <input type="checkbox"/> |
| 5. | My mother is washing cloths | <input type="checkbox"/> |
| | My mother is cooking in the kitchen | <input type="checkbox"/> |
| | My mother is sweeping the floor | <input type="checkbox"/> |
| 6. | My brother is reading a newspaper | <input type="checkbox"/> |
| | My brother is playing badminton | <input type="checkbox"/> |
| | My brother is reading a book | <input type="checkbox"/> |

Interview 1**Hari, Tanggal: Senin, Januari 20,2014****R : researcher / peneliti****G : guru (Jumiyati, S.Pd)****Tempat : Ruang guru**

R	Maaf bu, bisa minta waktunya sebentar, mau wawancara...
G	Oh ya mbak. Silahkan saja.
R	Trima kasih sebelumnya bu. Saya mau tanya tentang kondisi siswa kelas 5. Menurut ibu, bagaimana proses belajar mengajar bahasa Inggris di kelas Bu? Dan menurut ibu, bagaimana keterlibatan siswa terhadap proses belajar mengajar tersebut? Apakah mereka antusias atau tidak?
G	Jadi gini ya mbak ya... anak-anak kelas 5 laki-lakinya agak mbandel, rame. Entah sik do rame dewe, taoi yo ono sing aktif. Masalahnya inibanyak laki-lakinya mbak jadi kelasnya kerap rebut. Apalagi kalo kelas sebelah juga ramai kadang suaranya sampe gak kedengeran. Keterlibatane yo masih kurang mbak. Ya itu tadi, mereka masih cenderung kurang antusias memperhatikan, nek disuruh membaca kadang sih malu jadi gak mau. Tapi mereka kadang juga paham kok kalau ada kalimat-kalimat pendek..
R	Oh gitu ya buk. Nah trus selama kegiatan belajar mengajar, teknik pengajarannya bagaimana buk?
G	Ya menerangkan, trus mengerjakan LKS.
R	Oh ibu pakai LKS juga ya. Ibu juga memakai buku paket nggak?
G	Ini bukunya dari KKG Kecamatan jadi pakainya ya ini. Kadang nggak pakai yang lain.
R	Jadi ibu seringnya memakai yang dari KKG ini ya?
G	Iya.
R	Trus apa saja menurut ibu hambatan ketika mengajar?
G	Selain anak-anak pada rame sendiri, berjalan-jalan, anak laki-laki nggangguin anak perempuan, siswa pada teriak-teriak, nggak ngerjain PR.
R	Trus menurut ibu, apakah fasilitas di sekolah ini apakah sudah cukup memadai untuk mendukung kegiatan belajar mengajar?
G	Kalau menurut saya sih belum mbak.
R	Ibu sering nggak memakai media kalau pas ngajar?
G	Saya jarang sih mbak.
R	Kalau begitu buk saya pamit dulu... terima kasih banyak atas kesediaan waktunya ya buk.
G	Ya, sama-sama mbak...

Interview 2

Permohonan ijin penelitian kepada Kepala Sekolah pada hari Kamis tanggal 23 Februari jam 09.00 di ruang guru.

Hari, Tanggal: Kamis, 23 Januari 2014

R : researcher / peneliti

KS : Kepala Sekolah

Tempat : Ruang kepala sekolah

R	Assalamu'alaikum Pak.
KS	Wa'alaikum salam. Monggo mbak. Pripun?
R	Maaf pak boleh mengganggu waktunya sebentar?
KS	Injeh... Monggo-monggo.
R	Begini pak... kemarin saya telah berbincang dengan Bu Umi tentang kelanjutan observasi. Untuk saat ini saya akan mengadakan penelitian pak.
KS	Emm.. ya. Trus kelas berapa itu mbak yang mau diteliti mbak?
R	Kelas lima pak, seperti pada saat observasi. .
KS	Trus bu umi bagaimana? Bias kan?
R	Bisa pak...
KS	Begini nanti kami minta hasilnya penelitian mbaknya. Kalau sudah berbincang dengan Bu umi ya tidak apa-apa. Nanti waktu dan bagaimana materinya diobrolin saja sama bu umi.
R	Iya pak.
KS	ya saya ijin kan mbak. Judulnya apa mbk skripsinya?
R	Judulnya Using language games to improve students' reading comprehension
KS	Ya...ya...nanti yang penting sekolah tahu kekurangan dan kelebihan. Jadi bias di pelajari untuk kemajuan kelas bahasa inggris.
R	Oh nggih pak... matur suwun nggih pak sampun diparingi ijin ambil data di sini.
KS	Ya, mbak.
R	Nggih pun pak, trima kasih atas waktunya, maaf telah mengganggu kesibukan bapak, terima kasih pak, saya pamit dulu.
KS	Oh... nggih-nggih.

Interview 3

Hari, Tanggal: Senin ,27 Januari 2014

R : researcher / peneliti

SS : Siswa (Fhara, Risma)

Tempat : Ruang kelas V

(Wawancara dengan murid ketika se usai observasi)

R	Maaf dik, boleh tanya ndak?
SS	Ya.
R	Sebelumnya, kenalan dulu ya, namanya siapa? Saya Miss Evi.
SS	Fhara, Risma.
R	Pelajarannya gimna dek? Kaya gini terus ya?
S1	Iya embak.
R	Emm... Trus pernah nggak diajari pakek permainan atau game atau nyanyi gitu?
S2	Enggak...
R	Trus...apa aja kegiatannya?
S3	Nulsi mbak...dulu pernah diajarin nyanyi tapi lupa.
R	Trus cuma ngerjain LKS ini?
S4	Iya mbak. Kadang yo pake soal yang punya bu guru.
R	Ohh... Trus misal kalok diajak nyanyi dan main-main seneng nggak?
S5	Seneng.
R	Oke adik-adik. Makasih ya...Kapan-kapan kita nyanyi dan main bareng yaak. Ben pinter ok!
SS	Ya mbak.

Interview 4

Hari, Tanggal: Jum'at, 27 Januari 2014

R : researcher / peneliti

G : guru (Febriana Wahyuningsih, S.Pd)

Tempat : Ruang guru

(Wawancara dengan Guru Bahasa Inggris ketika se usai observasi)

R	Gimana buk kelas Bahasa Inggrisnya?
G	Yah seperti yang mbak lihat tadi...
R	Ramai begitu bu setiap hari?
G	Iya e mbak, memang. Tadi kan mbak lihat sendiri ada beberapa anak yang ngobrol sendiri, disuruh malu.

R	Jadi kalo disuruh membaca mereka kadang suka gak mau ya bu?
ET	Yo iya mbak....

Interview 5

Hari, Tanggal : Monday, 3 February 2014

R : researcher / peneliti

S : Siswa (Muna)

Tempat : Ruang kelas V

(Wawancara dengan murid ketika se usai penelitian hari pertama)

R	Dek, tanya-tanya bentar boleh ya?
S	Iya...
R	Boleh tau namanya? Namanya siapa?
S	Muna
R	Tadi gimana pelajaran bahasa Inggrisnya? Seneng nggak?
S	Seneng.
R	Oke, senengnya kenapa?
S	Ada gambarnya miss, lucu-lucu lagi.
R	Sebelumnya, udah pernah belum pakek gambar-gambar gitu?
S	Belum miss
R	Kalau gambar-gambar taadi enari nggak?
S	Menarik kok miss
R	Trus pakek gambar jadi lebih paham nggak vocabularynya
S	Lumayan....
R	Tadi kan sudah pakai gambar prediksi kata kata sulitnya gimana? Bias gag?
S	Iya bis kok miss...
R	Oh bagus kalo bisa. Oke, makasih ya dek.
S	Ya.

Interview 6

Hari, Tanggal : Senin, februari 10, 2014

R : researcher / peneliti

S : Siswa (Nafisah, Yulia)

Tempat : Ruang kelas V

R	Halo dek... bisa ngobrol sebentar kan?
S	Ya mbak.
R	Adek namanya siapa?
S	Nafisha, yulia

R	Tadi gimana pelajarannya, seneng nggak pas miss menerangkan pakek gambar?
S	Iya seneng miss.
R	Alesannya?
S	Lebih menarik. Dari pada nulis miss miss. Bosen.....
R	Tadi jelas nggak picture/ gambarnya nya?
S	Yang dibelakang agak nggak liat miss...
R	Kalau ngerjain tsaknya bias kan?
S	Bias miss
R	Trus kan udah 2 kali pakai game dan gambar gimana?
S	Bagus kok miss...
R	Seneng
S	Lumayan seneng kok miss...
R	Ok. Miss evi mau Tanya. Tadi menurut kamu miss evi tadi ngajarnya bagaimana?
S	Em....enak...enak. asik,, apa ya...santai gitu.
R	Penyampaianya materi, kamu ngerti gag?
S	Lumayan lah bisa, ngerti gitulah

Interview 7

Hari, Tanggal : Senin, 3 maret 2014

R : researcher / peneliti

S1 & S2 : 2 Siswa (Mita, Risma. Yuni)

Tempat : Ruang kelas V

R	Mita,risma, yuni. Miss tadi ngajarnya pake gambar tadi kalian seneng nggak?"
S1	Seneng, Miss.
S2	Bagus kok, Miss.
R	Kenapa kalian seneng?
S1	Ya lucu, bagus.
S2	Bisa mudah inget kata-katanya miss, Miss.
R	Tadi kalo gak salah kalian tadi duduknya di paling belakang sendiri ya? Gambarnya jelas nggak e?
S1&S2	Cukup jelas.
R	Okelah kalo begitu. Laen kali Miss akan buat yang lebih besar.
R	Oh iya, trus tadi memperhatikan tidak kalo kurang jelas tuh?
S1&S2	Perhatikan, tapi aku njuk mlaku mengarep miss.
R	Yo, mengingat pelajaran tadi, gambar apa aja tadi?
S1	Dokter, rumah sakit, bengkel,
R	Nah risma pake bahasa Inggrisnya coba yok...?.
S2	Dokter ki doctor, trus rumah sakit ki hospital to miss, njuk bengkel ki

	workshop,
R	Oke yak bagus,,,,,,,,,. Kalau teksnya lebih suka yang kemaren apa sekarang
S1&S2	Aku lebih suka yang ini tadi miss
R	Kenapa?
S 1,2,3	banyak gambarnya yang ini.
S 1	Mudah di pahami miss

Interview 8

Hari, Tanggal : Senin, 3 Maret 2014

R : researcher / peneliti

S : siswa (tegar, tsania)

Tempat : Ruang kelas V

R	Dek, tanya bentar yak?
Ss	Ya, miss.
R	Namanya siapa?
Ss	Tegar, tsania
R	Gimana tadi, pelajarannya? Seneng nggak e?
Ss	seneng miss.
R	Kenapa? Yang mana?
S1	Itu loh miss tadi yang pakek kartu pas maju.
R	Oh itu namanya flashcard. Kenapa seneng pakek flashcard?
S	Ya lebih jelas dan menarik.
R	Oh begitu. Flashcardnya sudah cukup jelas kan tadi, gambar-gambar pekerjaanya?
Ss	Sudah miss.
R	Oh ya, ayo coba sekarang sebutkan contoh pekerjaan sama tempat kerjanya?
S2	Post man...post office, nurse itu di hospital.
R	Good....
R	Kalau kemarin kan kerja kelompok, kalau sama kerja pasangan tadi suka yang mana
S2	Jujur ya mbak. Aku suka kerja berdua.
R	memangnya kenapa?
S2	Habis kalau kerja kelompok cuma aku yang ngerjain, terus ramai juga cuma pada ngobrol jadi ya enakan sama temen sebangku
R	Oke, good. Makasih banget ya dek.
S	Sama-sama.

Interview 9

Hari, Tanggal : Senin, maret 10, 2014

R : researcher / peneliti

S1 & S2 : siswa (tsania, destiviani)

Tempat : Ruang kelas V

R	Dek, meh tanya boleh kan?
S1&S2	Ya miss. Saya tsania dan saya destiviana
R	Tadi pas maju mengerjakan matching game seneng gag?
S1&S2	Seneng miss.
R	Senengnya kenapa?
S1	Kan bias latihan baca trus dibenerin tho.
S2	Bisa nglatih Pede juga kan.
R	Betul...
S1	Tapi tadi ada beberapa kata sing gag mudeng miss untung ada clue yang jelas.
R	Lha yang penting udaha ada cluenya dulu
S1	Hehehe...
S2	Tapi kadang sok takut salah barang e...
R	Oh nggak papa dek... yang penting sudah latihan. Kan ini baru pertama kalinya. Besok lain kali ditingkatkan. Oke?
S1	Waduuhhh... Okelah Miss.
R	Trus tadi disuruh membenarkan kalimat bisa gag?
S2	Yang mana to miss?
R	Tu loh yang teksnya miss temple juga di papan tulis.
S1	Ya lumayan.
S2	Oh bias aku miss. Kan sudah ada gambarnya tinggal mbetulan.
R	Oke makasih adek-adek ku...

Interview 10

Hari, Tanggal : Senin ,10 maret 2014

R : researcher / peneliti

S1, S2, S3 : siswa (zazirul, salsabila)

Tempat : Ruang kelas V

R	Adik-adik seneng nggak permainan card game tadi?
S1	Seneng miss...
R	Kenapa kok seneng?.
S2	Nek aku,mmm...bisa baca sambil liat gambar.
S1	Bisa tahu kita dapetin berapa yang betul miss....
R	Trus kalau disuruh baca keras udah bisa dan udah berani dong/
S2	Kadang-kadang takut salah ngomong je.

S1	Kadang yo jadi lucu miss
R	Iya kalian masih perlu banyak belajar loh ya? Soalnya tadi kalian masih keliru-keliru gitu ngucapin kata-katanya.
S1	Angel je Miss.
S2	Bisa dipelajarri kok
R	Gak papa. Yang penting kalian punya keberanian buwat ngomong dan latihan baca terus tho. Trus kalau Miss jelasinya kata-kata sulit bisa dipahami gag pakai gambar
S1	Lumayan bisa kok
S2	Yang penting gambarnya besar-besar ya miss...kan mudah ingat jadinya,

Interview 11

Hari, Tanggal : Senin, Maret 10 2014

R : researcher / peneliti

S1, S2, S3 : siswa (angga, sa'dan, yoga)

Tempat : Ruang kelas V

R	: <i>"Hallo, adik-adik, namanya siapa?"</i>
R	: <i>"Hello, students, what's your name?"</i>
S1	: <i>"angga".</i>
S1	: <i>"sa'dan".</i>
S2	: <i>"yoga".</i>
R	: <i>"Tadi seneng nggak pelajarannya?"</i>
Ss2	: <i>"Seneng Miss. Tapi tadi susah pas disuruh cari statement. Ono sing gag dong miss."</i>
S2	: <i>"Iya, angel je Miss. Belum pernah diajarin kayak gitu."</i>
S3	: <i>"Harus dikasih petunjuk dulu miss".</i>
S2	: <i>"Iya Miss, baru mudeng."</i>
R	: <i>Besok lagi didengarkan instruksinya dan contohnya ya. Tadi sudah dikasih contohnyaa kan</i>
Ss	: <i>ya miss....</i>

Interview 12

Hari, Tanggal : Senin, Februari 27, 2014

R : researcher / peneliti

G : Guru (Jumiyati, S. Pd)

Tempat : Ruang guru

R	Boleh saya wawancara sebentar dengan anda?
G	Ya, silahkan mbak.
R	Gini buk... Gimana tadi menurut ibu pelajaran hari ini sehubungan dengan penelitian saya yang pertama kalinya?

G	Ya lumayan, apalagi tadi ada game, merupakan atmosfer baru bagi siswa. Sebelumnya saya nggak pernah pake itu mbak.
R	Ya buk.
G	Untung aja tadi mereka mau main dan membaca.
R	Hehe... Iya buk.
G	Tapi, ada yang kurang mbak.
R	Oh ya... Yang mana itu buk?
G	Tadi yang gambar saya rasa ukurannya kurang besar. Jadi yang belakang sendiri kurang jelas.
R	Oh iya buk. Oke, besok lain kali saya akan buat yang lebih besar buk. Kalo flashcardnya tadi gimana buk?
G	Oh kalo itu sudah bagus, cukup jelas, dan colourful.
R	Trus menurut ibu, students' reading comprehensionnya sudah ada peningkatan belum?
G	Ya lumayan meningkat. Besok-besok akan lebih terlihat lagi mbak bedanya.
R	Kira-kira, menurut penglihatan ibu, apakah siswa menyukai pelajaran dan penggunaan beberapa media tadi buk.
G	Iya, seneng.
R	Terima kasih buk untuk hari ini...
G	Ya, sama-sama.

Interview 13

Hari, Tanggal : Senin, 3 Maret 2014

R : researcher / peneliti

G : guru (Jumiyati, S.Pd)

Tempat : Ruang kelas V

R	Gimana buk menurut ibu apakah kegiatan pelajaran bahasa inggris hari ini kiranya sudah membuat keterlibatan siswa untuk aktif?
G	Ya mbak, sudah lumayan lebih meningkat dari pada pertemuan yang lalu juga saya kira. Saya bisa melihat keaktifan siswa. Terutama saat permainan Mereka heboh sekali. Pngen baca yang bener takut kalau dikasih tepung.
R	Alhamdulillah, syukurlah buk. Menurut ibu, apakah sudah cukup bagus penggunaan media picture cards tadi?
G	Saya rasa sudah, wong sudah cukup jelas dan colourful.
R	Menurut ibuk, setujuakah dengan kegiatan kelompok buk?
G	Ya...setuju-setuju saja. Mereka kan biasanya terkadang sok malas itu lho mbak kalo kegiatan individu.
R	Berarti mereka lebih cenderung suka dengan kegiatan yang ada kerjasamanya ya bu?
G	Tepatnya seperti itu mbak. Mereka cenderung lebih semangat, lebih

	berkomunikasi.
R	Lebih aktif juga kan bu?
G	Iya mbak. Tapi ya itu mbak tambah ramai. Apalagi kelas sebelah tadi juga rame banget. Kadang kalo gitu aku sampe habis suaranya..
R	Iya bu.

Interview 14

Hari, Tanggal : Senin, 10 maret 2014

R : researcher / peneliti

Guru : guru (*Jumiyati, S.Pd*)

Tempat : Ruang guru

R	Siang bu. Boleh minta waktunya sebentar untuk saya wawancara?
G	Ya, silahkan duduk mbak.
R	Makasih bu sebelumnya.
G	Gimana-gimana? Sudah keempat ya ini mbak?
R	Iya bu...sudah terakhir.
R	Menurut ibu, apakah penggunaan media untuk hari ini sudah optimal?
G	Menurut saya ya sudah cukup optimal mbak.
R	Apakah memang agak sulit bu kegiatan reading comprehension untuk mereka bu?
G	Iya mbak, biasanya mereka teksnya hanya sedikit-sedikit untuk pengantar. Jadi mungkin kalau agak kerepotan yaa wajar.
R	Tapi sudah terlihat ada peningkatan kan bu....
G	Sudah cukup... apalagi tadi anak laki-laki juga sudah banyak yang jawab dengan tepat walau hanya pendek-pendek.
R	Trus menurut ibu, tadi penggunaan flashcardnya gimana?
G	Yaa...sudah baik.
R	Sekiranya tadi sudah membuat siswa lebih enak belajar dan memahami pelajaran belum ya bu?
G	Sudah mbak. Tadi gambar serta tanda di flashcard ya sudah cukup lah.
R	Iya bu. Yasudah bu trima kasih atas waktunya bu. Selamat siang.
G	Iya mbak, sama-sama.

Field note 1**Januari 20, 2014****Ruang Guru, MI AL ISLAM TEMPEL****GBI: Guru Bahasa Inggris)**

Pukul 08.00 Peneliti datang ke sekolah untuk bertemu dengan guru Bahasa Inggris. Sebelum menuju ke ruang guru, peneliti bertemu dengan bapak kepala sekolah dan menyampaikan maksud peneliti untuk mengadakan penelitian dan mengambil data di sekolah ini. Ini adalah kedua kalinya peneliti bertemu dengan bapak kepala sekolah sebelumnya peneliti telah bertemu dengan beliau pada saat permohonan observasi. Setelah berbincang dengan bapak kepala sekolah peneliti menyapa beberapa guru yang ada di ruang guru yang mana mereka sedang tidak ada jam mengajar sambil menunggu guru bahasa inggris yang sedang mengajar dikelas empat. Setelah beberapa saat menunggu, peneliti kemudain bertemu dengan guru bahasa inggriss. Peneliti kemudian mengutarakan maksud dan keperluan peneliti bertemu dengan guru bahasa Inggris. Peneliti menghendaki bahwa kelas V ingin dia jadikan sebagai tempat serta objek penelitiannya, karena dikiranya kelas ini perlu diadakan sebuah perbaikan/ kemajuan sehubungan dengan masalah yang ada di kelas ini yang telah dilihat pada saat observasi.. Guru Bahasa Inggris (BuUmi) mendukung rencana si peneliti untuk mengadakan penelitian. Guru menanyakan judul masalah apa yang sepatutnya dijadikan sebagai judul skripsi si peneliti. Kemudian si peneliti menyebutkan judul skripsi, yaitu *Using Language Games to improve students' Reading Comprehension* dan guru pun menyetujuinya, karena judul sudah sesuai dengan masalah yang ada di kelas V tersebut. Setelah itu, peneliti pun berusaha mewawancarai guru mengenai segala permasalahan secara menyeluruh yang ada di kelas V, baik dari guru, siswa, maupun segala hambatan yang ada. Bu Umi menjelaskan secara mendetail, dan untuk menggambarkan deskripsi tersebut serta lebih jelasnya si peneliti di minta untuk melakukan observasi ulang di kelas V tersebut meski dulunya si peneliti pernah mengadakan observasi di kelas tersebut. Si peneliti menyanggupinya.

Field note 2**Januari 23, 2014****Ruang Guru, MI AL ISLAM TEMPEL****Kepsek : Mushlikhudin, S. Ag****Guru Kelas V : Bu Wartini, S. Pd. I**

Peneliti datang lagi ke MI AL ISLAM TEMPEL pada pukul 09.45 untuk bertemu dengan kepala sekolah. Peneliti dapat bertemu langsung dengan Bapak Mushlikh pada pukul 09.45. Peneliti segera menyapa dan mengutarakan maksud kedatangan serta tujuannya bertemu dengan beliau, yakni ingin mengadakan penelitian serta mengambil data di kelas V. Bapak Sutrisno menanggapi dengan sangat baik tujuan si peneliti. Beliau sangat mendukung rencana positif peneliti untuk mengadakan penelitian. Tapi beliau menyarankan untuk berdiskusi dahulu dengan guru bahasa Inggris yang bersangkutan. Peneliti mengatakan kepada kepala sekolah bahwa sebelumnya dia sudah mengadakan diskusi dengan guru yang bersangkutan. Pada saat yang bersamaan peneliti juga bertemu dengan guru kelas V dan akhirnya mengutarakan maksud peneliti yang akan mengadakan penelitian dan mengambil data dikelas V. Guru kelas V pun mempersilahkan peneliti untuk melaksanakan penelitian di kelas V. Dan diminta untuk berdiskusi langsung dengan Ibu Umi selaku guru bahasa inggris. Bapak Kepala Sekolah menanyakan perihal judul skripsi kepada peneliti. Kemudian peneliti menjawabnya, *Using Language Games to Improve Students' Reading Comprehension*. Serta peneliti menjelaskan kepada kepala

sekolah mengenai bentuk games apa saja yang akan diimplementasikan kelak di saat fase action. Kepala Sekolah meminta kepada peneliti untuk menunjukkan memberikan hasil penelitian kepada sekolah bila telah selesai, hal ini dimaksudkan untuk lebih mengetahui baik kekurangan maupun kelebihan pembelajaran bahasa Inggris.

Setelah bel berbunyi tanda waktu pergantian pelajaran, pada pukul 10.20 peneliti bertemu guru Bahasa Inggris untuk berdiskusi. Dan hari itu juga peneliti mengadakan diskusi dengan guru Bahasa Inggris. Guru Bahasa Inggris menanyakan kepada peneliti mengenai rencana kegiatan serta kesiapan dari berbagai atribut dari media dan materi yang akan disajikan saat penelitian kelak. Peneliti berjanji akan menyelesaikan sesegera mungkin karena deadline pada bulan April. Peneliti juga menyampaikan bahwa penelitian akan diadakan seminggu sekali dan selama 4 kali pertemuan, dan guru bahasa Inggris pun menyanggupi dan mengijinkannya. Guru mengingatkan kepada peneliti untuk datang hari Senin tanggal 20 Januari pukul 10.20 untuk observasi kelas.

Field note 3

Senin, Januari 27, 2014

Ruang Kelas V, MI AL ISLAM TEMPEL

Pada pukul 09.35 peneliti telah sampai di MI AL ISLAM TEMPEL untuk mengadakan observasi kelas. Sebelumnya peneliti bertemu dengan guru Bahasa Inggris untuk masuk di kelas ketika guru mengajar. Setelah mengobrol seperlunya, bel tanda masuk ke kelas pun berbunyi, Guru Bahasa Inggris pun berpamitan untuk masuk ke kelas IV. Peneliti menunggu Bu Umi yang sedang mengajar di kelas IV. Setelah beberapa saat menunggu, bel pelajaran pun berganti. Bu Umi mengajak peneliti untuk masuk ke kelas V. Sesampainya di kelas, terlihat beberapa siswa masih ramai dengan temannya. Guru memperkenalkan peneliti di depan kelas V. Peneliti maju memperkenalkan diri di depan kelas serta menyampaikan maksud kedatangannya di kelas itu, yakni hari ini ingin mengamati proses kegiatan belajar mengajar di kelas V tersebut serta akan mengadakan penelitian di kelas tersebut selama 2 bulan, dan meminta kerjasamanya dengan semua murid demi kelancaran jalannya penelitian besok. Semua murid menyambut peneliti dengan senang hati. Setelah selesai memperkenalkan diri, peneliti duduk di kursi paling belakang untuk mengobservasi proses kegiatan belajar mengajar.

Guru menyapa siswa dengan ucapan "Good morning students". Semua murid menjawab "Good morning". Bu Umi memulai pelajaran dengan menanyai tentang pelajaran minggu kemarin tentang modal "OK. Masih ingat tentang modal yang kemarin". Seorang siswa bernama Fara ditanyai guru untuk menyebutkan patern modal. Fara hanya tersenyum dan tak menjawab. Kemudian Bu Umi beralih kepada siswa lain, Tiara. Guru menanyakan tentang patern modal, yaitu S + Can/May. Setelah selesai menanyai kepada beberapa siswa, guru membahas PR.

Kegiatan selanjutnya adalah mengerjakan LKS. Guru meminta kepada semua siswanya untuk membuka halaman 35 dalam bahasa Inggris, beberapa siswa tidak paham mengenai instruksi guru. Soal yang tertera pada LKS adalah open ended questions.

Ketika mengerjakan LKS, 2 siswa meminta izin kepada guru untuk pergi ke belakang (dalam bahasa Indonesia). Guru mengijinkan dengan cara menganggukkan kepalanya saja. Setelah siswa selesai mengerjakan LKS, guru dan semua siswa mencocokkan jawaban mereka. Pada mencocokkan beberapa siswa yang ramai dengan temannya, ada juga siswa yang berjalan-jalan di kelas. Ibu guru hanya menegur, dan memberi ultimatum yaitu mencatat siapa saja yang ramai. Sejenak, para siswa takut akan gertakan guru, tetapi pada dasarnya anak tidak bisa diam dalam waktu lama, mereka kembali ramai lagi..

Bel berbunyi pada pukul 11.20. Siswa teriak kegirangan karena jam pelajaran telah selesai dan tidak ada PR untuk mereka. Kemudian peneliti mengadakan diskusi lagi dengan guru di ruang guru. Guru memberi sedikit pengarahan mengenai materi yang akan diberikan saat penelitian besok, dan memberikan waktu untuk konsultasi RPP serta fix materi dan media.

Field note 4

Sunday, February 3, 2014

Ruang Kelas V, MI AL ISLAM TEMPEL

Peneliti datang ke sekolah pada pukul 09.45.. Sambil menunggu bel tanda masuk, peneliti menemui guru Bahasa Inggris di ruang guru. Bel pun berbunyi tepat pukul 10.10, peneliti dan guru Bahasa Inggris pun masuk ke kelas untuk mengajar. Ini adalah hari pertama peneliti mengadakan penelitian mengimplementasikan action di kelas. Tema hari itu adalah color and cloth. Guru Bahasa Inggris serta teman peneliti duduk di belakang. Peneliti segera memulai pelajaran dengan menyapa siswa terlebih dahulu. “Good morning class?”. Para siswa menjawab “good morning”. Peneliti mencoba untuk membangkitkan semangat mereka dengan mengulang salam sapa, dan mengajari siswa untuk menjawab salam sapa dengan benar “Good Morning miss. “How are you today?, “I’m fine, thank you, and you?”, “I’m fine too, thank you”. Kemudian, peneliti mengadakan tanya jawab (questioning-answering) kepada siswa dengan memberi beberapa pertanyaan ringan terkait dengan tema serta language focus. Setelah itu, peneliti memberikan beberapa gambar tentang clothes and color. Anak- anak sangat antusias melihat gambar dalam flashcards. .

Kemudian peneliti menunjukkan text wall dan menempelkan di atas papan tulis serta mengajarkannya dan menyuruh menirukan membaca dengan benar. Setelah itu, peneliti memberikan teks kepada siswa dan meminta mereka membaca. Text yang bergambar membuat mereka lebih tertarik untuk melihat lalu membacanya. Setelah itu peneliti menanyakan beberapa vocabulary yang tadi telah dijelaskan dengan gambar dan yang ada dalam text. Beberapa siswa bilang, “gambaranya lucu-lucu miss”. Peneliti tersenyum. Berapa siswa menjawab dengan semangat, namun siswa laki-laki masih belum mau ikut menjawab.

Setelah selesai anak-anak dibagi dalam kelompok dan diberikan text kembali. Mereka bersama-sama membaca text yang sama. Pada saat diskusi group ini keadaan kelas cukup ramai. Karena beberapa anak hanya menyontek pekerjaan teman. Setelah selesai peneliti meminta untuk memberikan jawaban masing-masing kelompok.. Setelah itu anak kemudian diajak untuk bermain board game. Vocabulary dan grammar structure dalam game board sesuai dengan yang telah dipelajari. Setelah memberikan peraturan main peneliti mempersilahkan untuk dimulai. Anak anak bermain dengan asyik apalagi dengan adanya reward dan punishment diantara mereka Setelah selesai, peneliti mereview materi pelajaran hari ini kepada semua siswa dan summarizing materi. Tepat pukul 11.20 bel berbunyi, dan peneliti mengakhiri pelajaran. Setelah bel, peneliti mengadakan wawancara kepada beberapa siswa untuk meminta pendapat dan kesan mengenai pelajaran pada hari ini. Setelah selesai mewawancarai beberapa siswa, peneliti mewawancarai guru bahasa Inggris untuk diskusi hasil KBM, keefektifan, serta rencana action untuk pertemuan berikutnya.

Field note 5
Sunday, February 10, 2014
Ruang Kelas V, MI AL ISLAM TEMPEL

Peneliti datang ke sekolah pada pukul 09.50. Peneliti menuju ruang guru untuk menyapa semua guru yang ada di ruang guru. Kemudian peneliti becakap-cakap seperlunya dengan Guru Bahasa Inggris sampai bel berbunyi pukul 10.10. Kemudian peneliti dan guru Bahasa Inggris segera bergegas menuju ruang kelas V. Sampai di kelas, beberapa siswa masih ada yang belum masuk. Tak lama kemudian mereka pun memunculkan batang hidungnya. Peneliti pun lekas memberi salam sapa kepada semua murid. "Good morning, students?". Semua siswa semangat sekali menjawab, "Good morning miss". Setelah selesai greeting, peneliti melakukan questioning-answering kepada siswa untuk membangun background knowledge siswa. Topic hari ini adalah my school library.

Setelah selesai kegiatan questioning-answering, peneliti memperlihatkan beberapa flash cards yang berupa gambar tentang library. Para siswa dengan semangat melihat dan memberi nama gambar pada setiap flash cards. Saat ini anak-anak laki-laki pun mulai antusias untuk menerka gambar yang ada pada library card. Peneliti menunjukkan sebuah gambar, "do you know, what is it?". Anak-anak saling pandang, "buku miss" jawab Fhara. "Eh, buku kie book miss" ucapnya lagi. "good. this is a book". Peneliti menyuruh semua siswa untuk menirukan semua perbendaraan kata yang diucapkan oleh peneliti. "Okey students, repeat after me". Setelah itu, peneliti melakukan drills kepada siswa, dengan cara hanya memperlihatkan gambar tanpa memberi clue kepada siswa. Semua siswa dapat menjawab semua drill, tapi ada anak laki-laki yang duduk paling belakang yang tidak mendengarkan dan tidak menirukan. Kemudian peneliti menanyai siswa tersebut, "Yoga, Fauzi, what is this?". Mereka berdua hanya senyum senyum saja, "ayo, ada yang tahu?". Ayo adik-adik, siapa yang tau bahasa Inggrisnya kartu perpustakaan?". Sebagian besar siswa menjawab "Library card". "Excellent" sahut peneliti. Setelah selesai drills, peneliti menempelkan flash cards di papan tulis. Kemudian, peneliti mulai membagikan text kepada semua siswa. Lalu peneliti menyuruh siswa untuk membacanya dengan bersama-sama. Peneliti berjalan berkeliling di dalam kelas untuk memandu siswa serta memberi feedback kepada beberapa siswa. Setelah siswa selesai latihan membaca text. Setelah itu peneliti menjelaskan tentang vocabulary, grammar structure dan language features dari text tersebut. Setelah anak-anak paham peneliti kemudian memberikan text yang kedua. Mereka membedah semua isi teks dari mulai vocabulary, grammar structure dan juga language features, mereka bekerja secara kelompok. Dan lagi-lagi hal ini membuat kelas mulai gaduh. Karena kelompok laki-laki ada yang malah mengobrol dan ada yang hanya mencontek satu sama lain dan sesekali peneliti menyuruh mereka untuk diam. Kemudian, ada 3 siswa minta izin kepada peneliti untuk pergi ke belakang. "haveyou finished?" peneliti bertanya pada anak-anak, "yes" jawab mereka. "group mana yang mau mencoba untuk mengerjakan?" Tanya peneliti untuk menggerakkan siswa. Namun tak ada kelompok yang mengajukan. Lalu peneliti menunjuk kelompok yang berda tepat didepan peneliti. "ya, kelompok kamu yang depan sendiri. Coba jawab dulu". Peneliti meminta siswa. "dari nomor satu miss?" Tanya salah satu dari kelompok tersebut. "yes". Kemudian setelah dijawab terjadi beberapa diskusidan Tanya jawab.

Kemudian peneliti memberikan task yang ke dua. Peneliti menugaskan siswa untuk menjodohkan beberapa kata yang diambil dari teks untuk dipasangkan pada gambar yang tepat. Setelah itu anak-anak diberikan pertanyaan tentang modals grammar structure yang tadi diajarkan ada beberapa anak yang masih bingung.

P: Kalau Miss jelasinnya kalimat pakai modals tadi? (How about my explanation about modals?)

S: Masih bingung sih. (Little bit confused)

P: Tadi kenapa gak tanya? (Why did you not ask?)

S: Ya kalau tadi lumayan bisa Miss. (I have already known it, Miss)

Setelah itu peneliti memberikan task terakhir. Anak-anak diminta untuk memberikan centang pada kalimat yang sesuai yang ada pada text. “bagaimana ada yang sulit?” Tanya peneliti dan mereka diam.

P : bagaiman dengan yang nomor 3? (how about number 3?)

S : bingung miss..(I have confused miss)

P : coba lihat text dan lihat kalimat ketiga) (please, read the text. Find the third sentences)

S : ya, dapat miss!(I got it)

Kemudian, peneliti memberikan game kepada siswa untuk menarik minat serta memotivasi siswa untuk belajar membaca. Pertama-tama, guru membagi siswa menjadi 6 kelompok. Setelah itu, peneliti memberikan board game kepada masing-masing kelompok. Lalu, peneliti mulai mengumumkan peraturan dari game board game, peneliti mengulang 2 kali peraturan game tersebut sampai semua siswa paham. semua siswa antusias bermain dan berlatuh membaca kata ataupun kalimat yang ada pada setiap space dalam game board. Bila ada yang keliru muka mereka diberika tepung. Sayang sekali untuk kegiatan kali ini, siswa terlalu antusias dan bersemangat, akhirnya kelas sangat gaduh suasananya. Ada beberapa kelompok yang telah bermain beberapa putaran setelah itu anak yang paling banyak coretanya diberikan punishmen untk bernyanyi diddepan kelas. Peneliti mengulas kembali beberapa vocabulary, grammar structure yang telah diajarkan hari ini, mengetes serta mengeddrill semua siswa untuk masing masing gambar.. Bel kemudian berbunyi tanda jam pelajaran bahasa Inggris telah selesai. Peneliti mengucapkan terima kasih kepada siswa, lalu berdo'a. Setelah selesai, peneliti mengadakan wawancara dengan beberapa siswa untuk ditanyai mengenai pelajaran hari ini (keluhan, hambatan, kesulitan, kesan, hal favorit/ yang paling menyenangkan). Setelah selesai, peneliti mengadakan wawancara juga dengan guru Bahasa Inggris di ruang guru.

Field note 6

Sunday , March 3, 2014

Ruang Kelas V, MI AL ISLAM TEMPEL

Peneliti datang ke sekolah pada pukul 09.50. Begitu sampai di sekolah, peneliti bertemu dengan Bu umi terlebih dahulu. Bel pun berbunyi pada pukul 10.10, tanda masuk kelas berbunyi. Dan guru bahasa Inggris pun masuk ke kelas V. Semua siswa telah siap dan duduk sempurna menghadap ke depan. Peneliti memulai pelajaran dengan greeting seperti biasanya yang telah dipraktekkan pada pertemuan-pertemuan sebelumnya. Setelah itu, peneliti melakukan kegiatan question-answer untuk memperkenalkan topik untuk hari ini. Topik hari ini adalah *profession and work place*. Lalu peneliti memperlihatkan berbagai orang-orang yang bekerja diberbagai bidang. Mereka lebih antusias bahkan yang laki-laki juga telah ikut menjawab gambar apa yang ada pada flashcards. Flas cards pada pertemuan ini lebih besar dibandingkan yang kemarin karena pada pertemuan sebelumnya gambar terlalu kecil sehingga anak-anak dibelakang tidak terlalu melihat

gambar yang ada pada flash card. Peneliti melakukan drills kepada siswa dengan cara memperlihatkan gambar tanpa harus memberi clue kepada mereka. Proses drills berjalan dengan lancar. Kemudian, peneliti menempelkan flash cards, dan menyuruh siswa untuk menirukan ucapan peneliti. Peneliti memastikan bahwa semua siswa paham dengan ekspresi kesantunan yang telah diajarkannya tersebut. Peneliti melakukan drill dengan cara menunjukkan gambar profession dan work place. “doctor miss, itu tempat kerjanya..rumah sakit miss” salah satu menjawab. “Rumah sakit ki hospital” peneliti membenarkan, “yes, Good!”

Peneliti membagikan text kepada semua siswa, kemudian memerintahkan semua siswa untuk membaca text dan mencari meaning vocabulary tentang pekerjaan yang ada pada text. Setelah itu peneliti memberikan penjelasan tentang grammar structure yang ada dalam text yaitu simple present tense. Sebelumnya juga peneliti mengingatkan tentang grammar structure pada pertemuan yang kemarin yaitu tentang modal.

T : masih ingat bagaimana rumus modal kemarin ?

Ss : S + Can + V I dan S + May + V I

Selesai kegiatan ini, peneliti memberikan text yang selanjutnya. Task berisi tentang vocabulary. Kegiatan ini dilakukan dengan teman sebangku. Hal ini dimaksudkan untuk mengurangi kegaduhan didalam kelas. Setelah itu, siswa diminta untuk mengubah pattern dari text yang ada menjadi pattern yang benar. Peneliti berkeliling untuk meneliti kesulitan siswa. Ada beberapa anak yang masih bingung sehingga peneliti mengulang lagi penjelasan tentang present tense. Setelah itu anak-anak diminta bermain board game. Mereka sangat senang dan bersemangat memainkannya. Saat peneliti berkeliling terlihat siswa telah memahami kalimat-kalimat yang tertulis dalam setiap space. Kemudian tepat pukul 10.10 bel berbunyi. Peneliti mempersilahkan siswa untuk berdo'a kemudian pulang. Sebelum pulang, ada beberapa siswa diminta peneliti untuk diwawancarai mengenai pelajaran Bahasa Inggris hari ini. Setelah peneliti selesai bertanya-tanya, peneliti menuju ke ruang guru untuk mengadakan wawancara dengan ibu guru Bahasa Inggris. Namun, Ibu guru Bahasa Inggris sedang ada tugas KKG. Sehingga peneliti tidak bias mewawancarai guru bahasa Inggris.

Field note 7

Sunday, March 10, 2014

Ruang Kelas V, MI AL ISLAM TEMPEL

Teman peneliti: Chandra Arumi

Peneliti datang ke sekolah pukul 10.00. Begitu sampai di sekolah, peneliti menunggu hingga bel masuk berbunyi sambil mempersiapkan media dan juga materi yang akan digunakan. Tepat pukul 10.10 bel berbunyi saatnya masuk kelas untuk mulai pelajaran. Semua siswa telah masuk kelas. Mereka masih sibuk dengan pelajaran yang sebelumnya. “Have you finished?” Tanya peneliti saat melihat mereka masih mencatat pelajaran yang sebelumnya. “finished miss”. “Ok. Kalau gitu miss Evi mulai bias?”.”bias...”. kemudian peneliti melakukan greeting seperti biasa dan juga absensi. Setelah itu peneliti mengajak mereka untuk bernyanyi. Mereka sangat senang walau masih bingung dengan kata-kata dalam lagu tersebut. Sekarang tinggal menunggu guru bahasa Inggris untuk datang ke kelas. *Topik hari ini adalah tentang Recent activity dan simple continuous tense.* Lalu peneliti melakukan beberapa Tanya jawab tentang kegiatanyang biasanya dilakukan dan yang sedang mereka lakukan dalam kelas. setelah itu peneliti menunjukkan gambar-gambar tentang beberapa kegiatan yang sedang

berlangsung. Mereka cukup antusias. Peneliti membacakan beberapa vocabulary yang masih asing untuk siswa. Peneliti melakukan drills kepada siswa dengan cara memperlihatkan gambar tanpa harus memberi clue kepada mereka. Proses drills berjalan dengan lancar. Kemudian, peneliti memberikan vocabulary feeling h, dan menyuruh siswa untuk menirukan ucapan peneliti. Peneliti memastikan bahwa semua siswa paham dengan ekspresi kesantunan yang telah diajarkannya ini untuk membantu siswa dalam kosakata yang sulit. Peneliti kemudian memberikan text pada siswa dan meminta mereka untuk mencari vocabulary dan kalimat yang terkait dengan present continuous tense seperti yang ada dalam flash cards. Setelah itu peneliti menjelaskan tentang present continuous tense. Setelah itu siswa diminta untuk memahami teks yang dibaca. Setelah berdiskusi tentang teks yang telah dibaca. Peneliti meminta siswa untuk membetulkan kata dalam kalimat present continuous tense. Sebagian dari mereka telah memahami pattern kalimat continuous.

Peneliti membagikan teks lagi kepada siswa. Ini sangat mereka sukai karena gambarnya lebih berwarna.

P: Sekarang baca text 3. Lalu baca kalimat statement dibawahnya berikan tanda yang kalimatnya benar ya. (now, read the third text. Then put a tick on the right statement)

S : Ya, miss. (Yes, miss)

Peneliti berjalan keliling kelas untuk memandu serta memberi feedback kepada beberapa siswa.

Setelah itu, siswa bermain card game. Siswa sangat senang bermain card game karena ini sangat membantu mereka membaca dan juga banyak gambar yang mereka sukai. Ternyata ada beberapa siswa lain ramai sendiri ngobrol dengan temannya. Peneliti berusaha mengingatkan kepada beberapa siswa tersebut untuk tetap bermain dengan baik.. Ada dua siswa yang ingin pergi ke belakang. Peneliti belum mengizinkan kedua siswa pergi ke toilet. Ada siswa lagi yang pamit ke belakang lagi, Yoga bilang kepada peneliti “Miss selak kepuyuh e...” Peneliti tetap belum mengizinkan mereka pergi ke toilet. Bermain game ini cukup lama. Dan akhirnya tepat pukul 11.20 bel tanda pelajaran telah usai pun berbunyi. Peneliti mengajak semua siswa untuk berdo’a sebelum pulang. Beberapa siswa diminta peneliti untuk diajak wawancara mengenai pelajaran bahasa Inggris hari tersebut. Setelah selesai wawancara, peneliti segera pergi menuju ruang guru untuk wawancara dengan Guru Bahasa Inggris. Setelah selesai wawancara, peneliti berpamitan dengan guru yang ada di ruang guru.

Medias and materials

Clothes and color

TEXT 1

Hello, my name is Aman. I am ten years old. I want to go to my classmate birthday, Ninda. She has birthday party today. Look! I wear my new red shirt and my black trousers. I also wear my blue hat; I wear it to protect my hair from the sun light. I also wear my brown jacket, it is cold outside. I like to wear my shoes, it is look nice.

TEXT 2

I am Alinda. I am ten years old. I have a sister, her name is Kania. We are in the bedroom now. We are like to collect many cloths. We arrange our cloths in the wardrobe. There are many clothes in it. There are t-shirt, shirt, skirt, jacket, sweater, trousers, dress, shorts, gown, etc. my clothes are colourful. I like wear a blue t-shirt and white skirt. My sister likes to wear black trousers and purple shirt. I wear dress if I want to go to the party. My sister wear gown if she want to go to the party.

TEXT 3

Hello, I am Gibran and I like clothes. I wear my favorite cloth black trousers, red shirt, white shoes and a pair of blue shocks. I have a sister. She wears an orange skirt and white shirt. She wears a brown sweater and scarf in the cold weather. My parents are very formal. My father wears brown trousers, a white skirt and a black tie. My mother wears a pink dress and white high heels. We wear many colorful clothes.

Key structure:

- S + wear/wears + O

Example:

Andi wears jacket to warm his body.

I wear a black skirt

 	 JUMPER	 	 TROUSERS
 	 JACKET	 	 SKIRT
 	 SOCKS	 	 DRESS
 	 SHIRT	 	 SHOES



TEXT 1



TEXT 2

My name is Shinta. I like reading very much. Reading can enrich my knowledge. I usually read encyclopedias and novels. I read the book in the library. I can borrow some books. I must use my library card. The librarian will keep my library card until I return them. I will get fined if I return the

TEXT 3

Nusa Bakti Elementary school has a big library. The library is on the left side of the school. There are many books such as history, novels, comics, magazine, newspaper, etc. The librarian arranged the books in the bookshelves. Encyclopedias are arranged in the cupboard. Students can read the books or bring them home. There are many chairs and table arranged beside bookshelves. The librarian will help students to find the books. The librarian will use catalogue to know the list of books. Students must use a library card when they want to borrow books from the library.

Key structure:

Modals:

S+ can + V1

S + may + V1

Example:

May I borrow reference book?

I can find many books in the library.



Library card



Librarian



Book shelf



Newspaper



Library



Books

PROFESSION AND WORK PLACE

TEXT 1

I am Randi. I am ten years old. My father is a postman. He works in post office. He is deliver letter to the receiver. My mother is a teacher. She is work in school to teach students. My brother is a mechanic. He works in the workshop. He repairs the broken car. My sister is work in the hospital. She helps and take care sick people. She is a nurse.

TEXT 2

Mr. Sunarto is a farmer. He works in the rice field. He grows rice in the rice field. He has three children. Anjani the first daughter is a secretary. She works in the office. She sends letters and answer the telephone. Andi is a policeman. He works in the police office. He works in a street to maintain traffic. The last is Nana; she works at school to teach students in order to be smart.

TEXT 3



Hello friends! My name is Andara. I am students of the fifth class in Budhi Bakti Elementary school. I want to be a doctor. A doctor works in the hospital. He helps the patients get well. The nurse will help the doctor in handling the patients. If I want to be a doctor, I have to study hard.

Simple Present Tense

Subject + to be (is, am, are) + Object

Subject + Verb I + Object

WH-Question:









What + to be (is, am, are) + Object?

Example:

Mr. Amar is a pilot

What is Mrs. Ambar do? She is a tailor

Vocabulary:

 <p>Doctor A doctor</p>	 <p>A librarian</p>	 <p>A nurse</p>
 <p>A mechanic</p>	 <p>A postman</p>	 <p>A farmer</p>
 <p>A teacher</p>	 <p>A cashier</p>	 <p>A driver</p>
 <p>A policeman</p>	 <p>A chef</p>	 <p>A soldier</p>

Recent Activity**TEXT 1**

Hello, my name is Delia. This is Sunday morning. I wake up early morning. I am helping my mother in the kitchen my mother is cooking for my family. My sister and my father is in the garden. They are watering many flowers and plants in the garden. We have many kinds of flowers and plants. My brother is washing his bicycle. It is a busy day for us.

TEXT 2

This Saturday afternoon my family is doing many activities. My father is watching television in the living room. My mother is cooking fried noodle in the kitchen. My young sister is playing a doll in her room. Doll is favorite toy for her. My brother is reading a book in the terrace. He likes reading many books. I am sweeping the floor and mopping the floor. I like for helping my mother to clean our house.

TEXT 3

It is very nice weather today. The sun is shining brightly. My family is in the garden. My mother is watering flowers and plants. She plants many flowers. My brother is playing badminton with my father. My sister is drawing a picture. She likes drawing colorful flowers in the garden. I am reading a book. I am reading a novel. Today is a great day. We have time together.

Key Structure:

- WH-Question:

WH + to be (is, am, are) + O

- Present Continuous Tense:





S + V-ing + O

Example:

Wanti is cooking in the kitchen.

What is Aman doing? He is washing car.

Karin is eating fried rice in the dining room.

	
My mother is cooking	Rita is writing a letter
	
Nana is eating fried egg	My sister is watering flower
	
Mrs. Dania is teaching in the class	Mita is reading a book
	
Nana is sweeping the floor	My brother is playing a toy car
	
My father is working	They are playing badminton
	
I am helping my mother	Mother is washing clothe
	
My family is watching television	Rudi is studying
	
We are playing football	Roni is helping his father

Games

- Matching game
- Card game
- Boar game

Things in the Library Board Game

Standard Competency : 7. Memahami tulisan bahasa inggris sangat sederhana dalam konteks sekolah.

Basic competency : 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, dan kalimat sangat sederhana.

7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Aim : Recognize things in the library

Group Size : 4-6 students

Time : 10 – 15 minutes

Materials : A board game. Dice, counters

Procedure :

1. Distribute a set of board games to each group
2. Give out worksheet to each student
3. The player rolls the dice/coin and moves his or her counter
4. If counter land on a space, the player should take the instruction
5. The student reads the sentences on card,
6. The next player rolls the dice and so on
7. The game continues for about 15 minutes
8. The winner is the player who has finished the game first

BOARD GAME "THINGS IN THE LIBRARY"

	I will go to the library 	GO FORWARD 2 STEPS			 <small>© Can Stock Photo - csp1385544</small>	LOSE A TURN	
							 I can a book in the library
LOSE A TURN			Read aloud: Librarian, borrow, library card		GO FORWARD 3 STEP?		GO BACKWARD 3 STEPS
							
Could you show me a magazine?			SING A SONG			GO BACKWARD 2 STEPS	May I borrow a comic book?
							
		GO TO START		Read aloud: Bookshelves, magazines, reference	STOP		You may take a book in the bookshelf

Profession and Work Place Board Game

Standard Competency : 7. Memahami tulisan bahasa inggris sangat sederhana dalam konteks sekolah.

Basic competency : 7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan kata, frasa, dan kalimat sangat sederhana.

7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.

Aims :

- Recognize profession and work place
- able to read aloud words and sentences correctly.

Group Size : 4-6 students





Time : 10 – 15 minutes

Materials : A board game. Dice, counters

PROCEDURE :

1. Distribute a set of board games to each group
2. Give out worksheet to each student
3. The player rolls the dice/coin and moves his or her counter
4. If counter land on a space, the player should take the instruction
5. The student reads the sentences on card,
6. The next player rolls the dice and so on
7. The game continues for about 15 minutes
8. The winner is the player who has finished the game first

Profession and Work Place Board Game

Start here 			STOP	His/her job is threatening the patients.		STOP	
This person drives a bus		This person teach students			This person plants vegetable and rice field		His job is flying a plane
		His/ her job is managing the traffic.		Go forward 2 steps			His job is protecting our country
His/her job is cooking delicious meals		Go backward 3 steps		His/her job is repairing machine.	Go backward 3 steps		
Go forward 3 steps		Lose a turn		This person collet money from the customer	His/her job is helping the patients		His job is sweeping the garden
		This person delivering letter			Lose a turn		FINISH 

Matching Game

What is her/his job?

We are working in the school. We are teaching the students in order to be smart

I am working in the workshop. I am repairing the broken cars.

She is Tina. She is helping the patient in the hospital she is wearing white uniform.

Mr. Anam is cooking in the kitchen. He is making a delicious food.

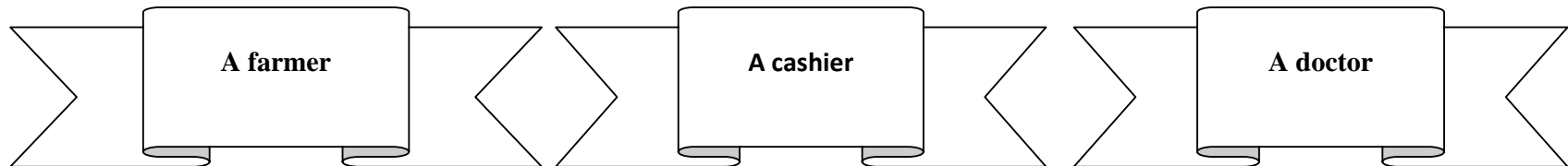
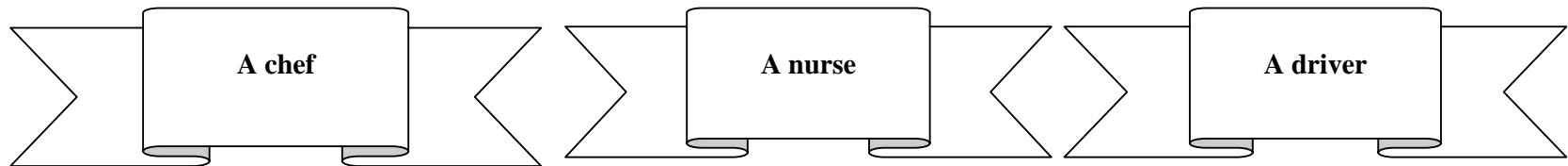
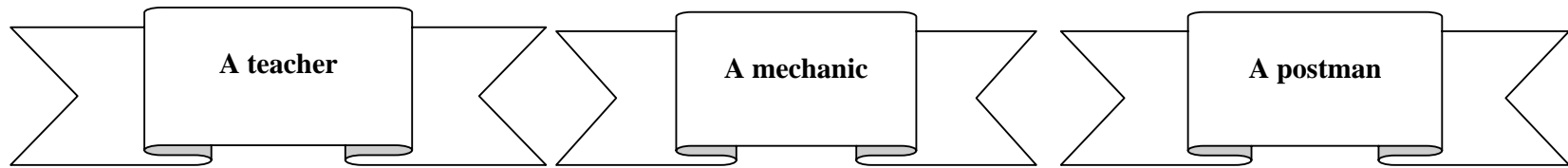
They are planting rice in the rice field. They are working in the rice field.

Ana is collecting money from the customer. He is working in front of computer. He is working in the supermarket.

I am threatening the patient in their room. The nurse is helping me in handling the patient.

I am driving a bus. Every day, I am working in the bus station

Mr. Lukman is working in the post office. He is delivering letter to the receiver. He is riding his



PHOTOGRAPHS



The students are doing group work



Students are doing matching games



The students are doing board game “my school library”



The students are doing group works





The students are doing pair works



The students are doing individual reading task





The students are doing discussion



The students are doing matching game in front of the clas

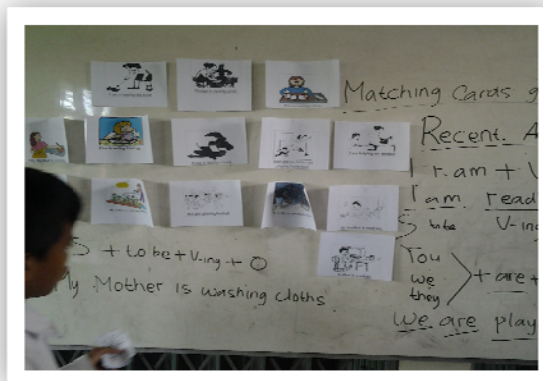




Flash cards and matching game



Students are doing discussion “matching game”



The students are doing card games “profession and work place”



OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : Class :
Time : Observer :

Teacher Activities			Description
	Yes	No	
A. Pre-Teaching			
1. Greets the students			
2. Check the students' attendance			
3. Outline the lesson			
4. Explain the goal of the lesson			
B. Whilst-teaching			
Presentation			
1. Introduces the topic			
2. Introduces new words			
3. Introduces new grammar			
4. Uses media in presentation			
5. Uses song in presentation			
6. Checks the students' understanding			
Practice			
7. Gives reading activities			
8. Corrects the students mistake			
9. Gives enough time to practice			
Production			
10. Explains the rule of games			
11. Monitors the students during the games			
12. Give feed back to the students			

Students Activities	Yes	No	Description
A. Pre- Teaching			
1. Respond to the teachers' greeting			
2. Pay attention on the teacher explanation			
B. Whilst-Teaching			
Presentation			
1. Know the topic/theme			
2. Know the new words			
3. Know the new structure of sentences			
4. Sing a song			
Practice			
5. Do the task from the teacher			
6. Read the text and read aloud			
7. Ask the questions to the teacher when the students do not understand			
Production			
8. Play game in groups			
9. Involved			
10. Read the text in the game			
C. Post-Teaching			
1. Understand the lesson			
2. Says good bye			

INTERVIEW GUIDELINE

A. Before Implementation

1. For the English Teacher

- a. Bagaimana pembelajaran Bahasa Inggris kelas lima disekolah ini?
- b. Bagaimana penyampaian materi dan penggunaan media dalam pembelajaran Bahasa Inggris khususnya reading?
- c. Bagaimana siswa dalam pembelajaran Bahasa Inggris khususnya reading?
- d. Apa ada kendala dalam proses pembelajaran Bahasa Inggris di kelas lima?
- e. Kendala apa yang dihadapi?
- f. Bagaimana reading comprehension di kelas lima? Apakah ada kendala?
- g. Kendala yang dihadapi seperti apa?

2. For the Students

- a. Apakah adik suka pelajaran Bahasa Inggris?
- b. Bagaimana pembelajaran Bahasa Inggris hari ini? Apakah ada kesulitan? Jika ada, apa? Mengapa ?
- c. Kegiatan apa yang paling disukai saat belajar Bahasa Inggris?

B. After Implementation**1. For the Teacher**

- a. Bagaimana penerapan “action” yang telah dilakukan dikelas lima?
- b. Bagaimana penerapan “Language Games” dalam pembelajaran Bahasa Inggris dikelas lima?
- c. Bagaimana penerapan “Language Games” dalam membantu siswa dalam reading?
- d. Bagaimana kemampuan siswa dalam reading?

2. For the Students

- a. Apakah adik suka belajar Bahasa Inggris dengan games?
- b. Apakah adik suka belajar reading dengan games?
- c. Apakah adik merasa terbantu dengan belajar reading dengan games?